Milestones

Teacher's Edition



- Embedded Pacing Guides
- Differentiated Instruction strategies
- Staff Development Handbook
- Review and Reassess suggestions
- Explicit and systematic teaching suggestions for every lesson

Milestones B

Teacher's Edition



HEINLE
CENGAGE Learning

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

HEINLE
CENGAGE Learning

Milestones B
Teacher's Edition

Editorial Director: Joe Dougherty
Publisher: Sherrise Roehr
Managing Editor: Carmela Fazzino-Farah
Development Editors: John Hicks, Katie Carroll, Yeny Kim
Associate Development Editor: Michael Poor
Editorial Assistant: Jennifer Kuhnberg
Technology Development Editor: Debie Mirtle
Executive Marketing Manager: Jim McDonough
Director of Product Marketing: Amy T. Mabley
Product Marketing Manager: Katie Kelley
Assistant Marketing Manager: Andrea Bobotas
Director of Content and Media Production: Michael Burggren
Content Project Manager: Dawn Marie Elwell
Associate Content Project Manager: John Sarantakis
Manufacturing Manager: Marcia Locke
Composition and Project Management: Pre-PressPMG
Illustrations/Photography: see page 466 for credits
Interior Design: Nesbitt Graphics
Cover Design: Page 2, LLC
Cover Image: Ed Freeman/Getty

© 2009 Heinle, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to **permissionrequest@cengage.com**

ISBN-13: 978-1-4240-0891-9

ISBN-10: 1-4240-0891-3

Heinle
25 Thomson Place
Boston, Massachusetts 02210
USA

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit Heinle online at **elt.heinle.com**
Visit our corporate website at **www.cengage.com**

Printed in Canada
1 2 3 4 5 6 7 12 11 10 09 08

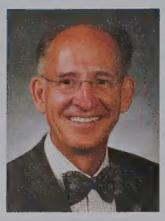
Teacher's Edition Contents

Philosophy and Research Tvi
Program Overview Tviii
Scope and Sequence Txviii
Staff Development Handbook Txxi
- Culturally Responsive Teaching Txxi
- Family and Community Involvement Txxii
- Students with Special Needs Txxiii
- Classroom Management Txxiv
- Reading Comprehension Txxvi
- Reading Fluency Txxviii
- Vocabulary Txxx
- Grammar Txxxii
- Phonemic Awareness and Phonics Txxxiv
- Spelling Txxxv
- Writing Txxxvi
- Differentiated Instruction Txxxviii
- Assessment Txl
- Listening and Speaking Txlii
- Technology in the Classroom Txliii
- Language Transfer and Interference Txliv
- English-Spanish Cognates and False Cognates Txlv

Unit 1: Materials List and Pacing Guide 2a
Unit 1: Family Connections 2
Unit 2: Materials List and Pacing Guide 66a
Unit 2: Discovery 66
Unit 3: Materials List and Pacing Guide 130a
Unit 3: Dreams 130
Unit 4: Materials List and Pacing Guide 192a
Unit 4: Conflict and Resolution 192
Unit 5: Materials List and Pacing Guide 260a
Unit 5: Survival 260
Unit 6: Materials List and Pacing Guide 328a
Unit 6: Belonging 328

Milestones Handbook 393
Glossary 434
Index of Skills 443

Program Authors



NEIL ANDERSON

Dr. Neil J. Anderson received his Ph.D. from the University of Texas at Austin, where he specialized in research in the teaching of reading. He has done significant work in the area of reading comprehension, reading strategies, and fluency. He has published several books in this area and continues to actively research and publish.

Dr. Anderson has been teaching English and teachers of English for over twenty-five years. He is a professor in the Department of Linguistics and English Language at Brigham Young University in Salt Lake City, Utah. He has received many awards for outstanding teaching and believes that everyone can learn to be a good reader.

Dr. Anderson helped to establish the pedagogical framework of the *Milestones* program with a particular focus on reading strategies and reading fluency.



JILL KOREY O'SULLIVAN

Jill Korey O'Sullivan holds a Master's Degree in Education from Harvard University. Her specific area of research and interest is language and literacy. Ms. Korey O'Sullivan is an experienced author and editor of educational materials with a background in curriculum development and teaching. She has taught and developed materials for students of a broad range of levels and in a variety of educational settings, including kindergarten, middle school, and community college programs.

Ms. Korey O'Sullivan has brought her classroom experience and creativity to the writing of several textbooks and has served as editor on many publications in the field of English language learning.

She helped to establish the pedagogical framework of the *Milestones* program, incorporating the latest in research and pedagogy.

The students she has taught and the students who use her materials serve as her inspiration.



JENNIFER TRUJILLO

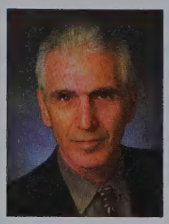
Jennifer Trujillo received her Ed.D. in Educational Leadership and Change from Fielding Graduate University, Santa Barbara, CA. Dr. Trujillo grew up in a home where another language besides English was spoken. Her family moved back and forth between her mother's homeland and the United States. Her dedication to reading led her to earn degrees and teaching credentials in English from Fort Lewis College and Reading from the University of Northern Colorado. She has been an ESL educator for fourteen years.

She is currently a professor in the Teacher Education Department at Fort Lewis College in Durango, Colorado. Her areas of specialization are reading and writing, ESL, home-school partnerships, professional development, cognitive coaching, differentiated instruction, and diversity training.

Dr. Trujillo feels strongly about the importance of culturally responsive and universally relevant readings, with challenging activities, to help all students succeed. To that end, she helped to establish the pedagogical framework of the *Milestones* program and provided valuable feedback on each of the reading selections to ensure culturally responsive instruction for the pre- and post-reading activities.

Milestones is dedicated to Joe Dougherty. Your leadership, dedication, and friendship made this series possible.

Program Advisors



ROBERT J. MARZANO, Ph.D., Vocabulary Advisor

Dr. Robert J. Marzano is president and founder of Marzano & Associates, specializing in long-term school reform efforts to enhance student academic achievement. His works guiding teachers to assist students in developing academic language can be found in the books *Building Background Knowledge for Academic Achievement* and *Building Academic Vocabulary*.

Over his 35 years in education, the central theme of his work has been translating research and theory into practical programs and tools for teachers and administrators. He is a Senior Scholar at Mid-continent Research for Education and Learning (McREL) and an Associate Professor at Cardinal Stritch University.

Dr. Marzano received his M.Ed. degree in Reading and Language Arts from Seattle University, and his Ph.D. in Curriculum and Instruction from the University of Washington.

He is the author of more than 20 books, 150 articles, and more than 100 curriculum guides and related materials for teachers and students. His most recent publication is *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.*



KEITH LENZ, Ph.D., Differentiated Instruction/Universal Access Advisor

Dr. Keith Lenz specializes in adolescents with learning problems, teacher planning, and strategic instruction for teaching diverse groups. He has degrees in Special Education and Secondary Education from Bradley University and a Ph.D. from the University of Kansas. At the University of Kansas, Dr. Lenz is an Associate Professor, Director of the Institute for Effective Instruction, and Senior Research Scientist at the Center for Research on Learning.

Dr. Lenz is the founder and member of the Board of Trustees at the Strategic Learning Center, Inc., Seattle, WA. He is an adjunct professor at Seattle Pacific University, and a National Trainer of The Strategies Intervention Model.

Dr. Lenz's work with guiding teachers on effective differentiated instruction practices can be found in his co-authored book *Teaching Content to All: Inclusive Teaching in Grades 4–12*, amongst others.

Dr. Lenz taught at Florida Atlantic University and serves as a Project Trainer for the Florida Department of Education.



ANNE KATZ, Ph.D., Assessment Advisor

Dr. Anne Katz has worked for 20 years as a researcher and evaluator for projects connected with the education of linguistically and culturally diverse students. As a teacher educator, she has provided and supported professional development in the areas of curriculum, assessment, and evaluation.

Dr. Katz co-directed a national study of successful leadership strategies to create more harmonious racial and ethnic environments in K–12 schools. She is co-author of *Leading for Diversity: How School Leaders Promote Positive Interethnic Relations* and author of numerous publications on diversity and the development of standards-based assessment systems.

Dr. Katz was instrumental in developing standards for English as a second language with the Teachers of English to Speakers of Other Languages organization, and she has assisted many school districts in developing more authentic assessments of student performance. In all her work, she promotes the links between research and the classroom to support meaningful school change.

Anne Katz holds a doctorate in second language education from Stanford University. She is a lecturer at the School for International Training's graduate teacher education program.

Philosophy and Research

Topics are covered in greater detail in the Staff Development Handbook on pages Txxi–Tlvi.

Developing literacy in English Language Learners requires attention to the key components of reading previously identified by the National Reading Panel (2000) as **phonemic awareness, phonics, fluency, vocabulary,** and **reading comprehension**. A report by the National Literacy Panel on Language Minority Children and Youth entitled "Developing Literacy in Second language Learners," confirmed that a "focus on these key components of reading has a positive influence on the literacy development of language minority students, just as it does for native English speakers" (August and Shanahan, 2006).

Phonemic Awareness

Phonemic awareness is the "ability to notice, think about, and work with the individual sounds in spoken words" (National Institute for Literacy, 2003). The research predicts that it will be easier for students who have developed phonemic awareness to learn to read and spell than for those who have few or none of these skills, which include isolating, identifying, categorizing, blending, and segmenting sounds within words (National Institute for Literacy, 2003).

Phonics

Phonics instruction teaches students the relationships between the graphemes (letters) and the individual phonemes (sounds) of a language. Key research findings indicate that systematic and explicit phonics instruction makes better readers (National Reading Panel, 2000). Systematic and explicit phonics instruction is most effective when introduced early (National Reading Panel, 2000). Manipulation of sounds can begin with preliterate students as young as four years of age; however, the ability to transpose, delete, or add phonemes to syllables is a skill that continues through high school (Adams, 1991).

Fluency

Fluency is the ability to read a text accurately and quickly (National Reading Panel, 2000). Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy (National Institute for Literacy, 2003). Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means. In this way, students can unglue themselves from print and develop comprehension skills (Chall, 1983; Blevins, 2001).

Vocabulary

Vocabulary refers to the words we must know to communicate effectively (National Institute for Literacy, 2003). English Language Learners have obvious limitations with vocabulary. Therefore, instruction that leads to deeper processing of word meanings, along with greater repetition and use of words in different formats, leads to higher proficiency (Shanahan and Beck, 2006). Linking vocabulary with reading is an excellent strategy because new words can be introduced in meaningful contexts. The National Reading Panel Report (2000) supports the idea that a large portion of vocabulary words should come from content learning material.

Academic Vocabulary The bridge from English language literacy to content area literacy is academic language (National Clearinghouse for English Language Acquisition, 2007). No Child Left Behind calls for English language proficiency standards to be aligned with English language arts standards and with academic content standards. The element that connects these standards is academic English. Academic vocabulary encompasses language used in the learning of academic subject matter, including specific academic or technical terms (TESOL, 2008). Students need these language skills to master academic material, including both written and oral language (Marzano, 2005).

Reading Comprehension

Good readers are purposeful and active when they read. They use their experiences and background knowledge, their understanding of vocabulary and language structure, and reading strategies for reading comprehension. Research over 30 years (National Institute for Literacy, 2003) has shown that instruction in reading comprehension (Beck, 2000) can help students understand what they read, retain what they read, and communicate with others about what they read. Reading comprehension can be improved by instruction that helps readers use precise comprehension strategies.

Listening and Speaking

Research suggests that **listening** is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning. **Speaking** also requires the speaker to be active. Oral communication involves the negotiation of meaning between two or more people (O'Malley and Valdez-Pierce, 1996). Listening and speaking are interdependent processes, and need to be taught and assessed in an integrated manner (Murphy, 1991).

Writing

High levels of oral language development are not necessary for students acquiring English to successfully

communicate their ideas and experiences in writing (Hudelson, 1989). As students begin to master English syntax and semantics, they can still express their thoughts effectively (Urzúa, 1987). Writing is a developmental process that teachers need to ensure is accessible to all students regardless of proficiency (Samway, 2000).

Spelling

Spelling is an intricate system that includes alphabet knowledge, sound-symbol relationships, visual memory, knowledge of patterns, and rules (Burns, 2006). Spelling instruction supports students as they advance from being emergent to proficient readers (Pinnel and Fountas, 1998).

Grammar

Chomsky's (1959; 1980) research points out that there are basic principles shared by all languages. His term "Universal Grammar" describes this. English Language Learners have access to Universal Grammar and have the ability to learn abstract and complex grammatical knowledge (Hulk, 1991). Krashen's (1982) research indicates that certain rules within a language are acquired before others. English Language Learners need to focus on grammar to help them develop accuracy in their academic use of language; however, it must be made comprehensible through contextualization, the addition of visuals, and applicable opportunities for use.

Additional Guidelines

In addition to the topics outlined above, *Milestones* offers instructional routines that are both research-based and pragmatic in the areas of Classroom Management, Differentiated Instruction, Technology, Family/Community Involvement, Culturally Responsive Teaching, Language Transfer and Interference, and Students with Special Needs. Assessments are embedded throughout the entire program. *Milestones* provides the opportunity to raise the achievement of all students and to provide them with an equitable and high-quality education. We believe that **all** students can not only succeed, but thrive inside the classroom and in their daily lives.

References

Adams, M. J. *Beginning to Read: Thinking and Learning About Print*. 4th ed. Cambridge, MA: MIT Press, 1991.

Anderson, N. *Exploring Second Language Reading*. Boston: Heinle and Heinle Publishers, 1999.

Atwell, N. *In the Middle: Writing, Reading and Learning with Adolescents*. Portsmouth, NH: Boynton/Cook, 1987. (Available from Heinemann).

August, D. and T. Shanahan. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2006.

Beck, I., and M. McKeown. "Conditions of Vocabulary Learning." Kamil, Mosenthal, Pearson, and Barr, eds. *Handbook of Reading Research*. Mahwah, NJ: Lawrence Erlbaum, 2000.

Blevins, W. *Building Fluency: Lessons and Strategies for Reading Success*. New York: Scholastic Professional Books, 2001.

Burns, B. *How to Teach Balanced Reading and Writing*. Thousand Oaks, CA: Sage Publications, 2006.

California Department of Education. *Strategic Teaching and Learning*. Sacramento, CA: CDE Press, 2000.

Calkins, L. M. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1994.

Chall, J. S. *Stages of Reading Development*. New York: McGraw-Hill, 1983.

Chomsky, N. Review of B. F. Skinner, "Verbal Behavior." *Language*, 35 (1959): 26–58.

Chomsky, N. *Rules and Representations*. New York: Columbia University, 1980.

Graves, D. *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann, 1983.

Harwayne, S. *Lifetime Guarantees: Toward Ambitious Literacy Teaching*. Portsmouth, NH: Heinemann, 2001.

Hudelson, S. *Write On: Children Writing in ESL*. Englewood Cliffs, NJ: Center for Applied Linguistics/Prentice Hall Regents, 1989.

Hulk, A. (1991). "Parameter Setting and the Acquisition of Word Order in L2 French." *Second Language Research*, 7 (1) (1991): 1–34.

Kinsella, K. "Teaching Academic Vocabulary." Sonoma County Office of Education Publication, 2005. <http://www.scoe.org/aiming_high/docs/AH_kinsella2.pdf>

Krashen, S. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982.

Marzano, R. and D. Pickering. *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: ASCD, 2005.

Moats, L. C. "Teaching Decoding." Z. Fang, ed. *Literacy Teaching and Learning: Current Issues and Trends*. Upper Saddle River, NJ: Pearson, 2005. 184–196.

Murphy, S. "The Code, Connectionism, and Basals." *Language Arts* 68 (3) (1991): 199–205.

National Center for Literacy. *Put Reading First: The Research Building Blocks for Teaching Children to Read*. 2nd ed. Washington, DC: Office of Educational Research and Improvement (OERI). U.S. Department of Education, 2003.

National Clearinghouse for English Language Acquisition. *Immigration and America's Schools: Introduction to the Issues*. Washington, DC: Author, 2007. <http://www.ncela.gwu.edu/resabout/literacy/>

National Reading Panel. *Report of the National Reading Panel: Teaching Children to Read*. Washington, DC: U.S. Department of Health and Human Services, 2000.

O'Malley, J. and L. Valdez-Pierce. *Authentic Assessment for English Language Learners*. Reading, MA: Addison Wesley Publishing Co., 1996.

Pinnel, G. S. and I. C. Fountas. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heineman. 1998.

Rasinski, T. "Speed Does Matter in Reading." *The Reading Teacher*. 54 (2000): 146–151.

Samway, K.D. "The Writing Processes of Non-Native English Speaking Children in the Elementary Grades." *Enhancing English Language Learning in Elementary Classrooms*. Baltimore, MD: Center for Applied Linguistics, 2000.

Shanahan, T. and I. Beck. "Effective Literacy for Teaching English Language Learners." 2006. August, D. and T. Shanahan. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2006.

TESOL (Teachers of English to Speakers of Other Languages, Inc). (n.d.) "ESL Standards for Pre-K–12 Students: Glossary." 3 Feb. 2008 <http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=317>

Urzúa, C. "'You Stopped Too Soon': Second Language Children Composing and Revising." *TESOL Quarterly*, 21(2) (1987): 279–304.

Milestones Assessment Plan

Ensuring mastery of skills and standards to achieve

Diagnostic and Placement Assessment

Place your students in the appropriate level of the program.

Evaluate the extent to which your students know the planned skills and concepts of *Milestones*.

Assess the needs your students may have for instructional support in that level.

Provided in *MilestonesTracker* and Assessment Book

Integrated Informal Progress Monitoring (Embedded Assessment)

Provide explicit and systematic instruction to ensure proficiency and mastery of standards

Monitor progress to gauge learning and adjust instruction, as necessary

Checkpoint

Reading Check

UNIT 1 • CHAPTER 1
Progress Check

Assessment Practice

Writing on Demand

Milestones to Achievement

Provided in the Student Edition



academic success!

Integrated Formal Assessment (Summative Assessment)

End-of-Chapter Assessment:
Assess understanding of skills and concepts in each chapter.

End-of-Unit Assessment:
Assess understanding of content in each unit.

Mid-Book Assessment:
Assess understanding of content in cumulative units.

Provided in *MilestonesTracker* and Assessment Book

End-of-Book Assessment

Assess your students' mastery of the standards-based skills and strategies in the *Milestones* program.

Evaluate your students' overall reading proficiency.

Provided in *MilestonesTracker* and Assessment Book



Skills and standards mastery

"The checkpoints and progress checks are great for self-assessment. Milestones *will be extremely helpful for students and teachers.*

Jeannie Griffies, ESOL Teacher
Orlando, Florida

The complete *Milestones* package

Student Resources



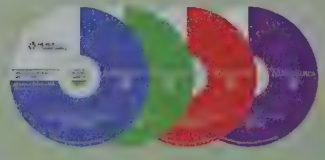
Student Edition

- 2 chapters per unit including:
  - —Literature reading
  - —Content reading
- Embedded assessment
- Three kinds of vocabulary practice
- "Apply & Extend" section with academic workshops and end-of-unit assessment



Workbook with Test Preparation

- Expansion skills practice
- Test-taking tips
- Practice tests modeled after state exams



Independent Practice CD-ROM (also available online)

- Interactive expansion activities of skills introduced in the Student Edition
- Additional review and practice for assessment preparation



Audio Program

- Audio recordings of ALL reading selections in the Student Edition
- Authentic recordings of all speeches
- Listening & speaking activities for *Milestones*, Introductory level



Milestones Reading Library

- 21 leveled readers correlated to themes in *Milestones*, Introductory level
- 6 adapted classic readers and biographies correlated to the themes in *Milestones*, Books A, B, and C

Teacher Resources



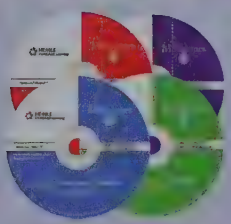
Teacher's Edition

- Point-of-use differentiated instruction strategies for multi-level classrooms
- Easy-to-follow planning and instructional support
- Pacing guide



Assessment Book

- Placement, diagnostic, chapter, and benchmark tests
- Scoring rubrics for workshop lessons
- Alternative assessment pages
- Peer and self-assessment checklists

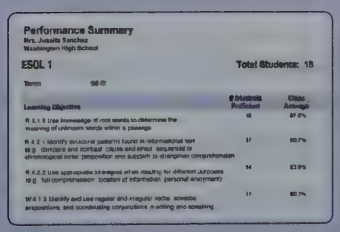


Teacher's Resource CD-ROM

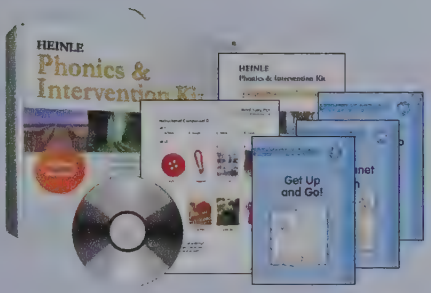
- *ExamView*® test generator
- Classroom Presentation Tool
- Customizable lesson plans
- Reproducible graphic organizers

MilestonesTracker Online Assessment and Remediation System

- Fully automated, interactive, online assessment and remediation
- Placement and diagnostic tests
- Remediation and practice customized for individual students
- At-a-glance state standards reporting



MILESTONESTRACKER



Phonics & Intervention Kit

- 66 Decodable Readers for every sound in the English language
- Teacher's Guide
- Full-color transparencies
- Audio Program

Graphic Reader Blackline Master Companion



- Adapted versions of every reading in Student Editions A, B, and C
- Reproducible blackline masters for ease-of-use
- Graphics that aid comprehension for visual learners

Milestones Online Professional Development

- Convenient individualized teacher training
- Valuable insights and research background from the author team
- Video segments modeling *Milestones* being used in a classroom
- Comprehensive *Milestones* component demonstrations

Milestones

Pre-literacy through Transition
Introductory, A, B, C

Neil Anderson
Jennifer Trujillo
Jill Korey O'Sullivan

Using a unique embedded assessment plan along with a balanced blend of literature and content readings, *Milestones* ensures that students are mastering skills and standards before being introduced to new skills and standards. This consistent, research-based approach will lead your students to success on state exams as well as to the language acquisition and content knowledge crucial for academic success.

Key program features:

- **Embedded Assessment** helps catch small problems with skills and standards before they grow.
- **Academic Vocabulary Instruction, Practice, and Assessment** prepare students for success inside and outside of the classroom.
- **Differentiated Instruction for every reading selection** through adapted readings, point-of-use-suggestions, and multi-level questioning strategies ensures access for all students.
- **Complete Remediation Support** through *MilestonesTracker* and *ExamView®* provides standards-aligned reviews, practice activities, and assessments for all unmastered skills and standards.
- **Phonics and Intervention Strategies** through the *Heinle Phonics & Intervention Kit* offer extensive support for struggling readers.



"You have put together a great book! Milestones *really hits areas that other textbooks do not!"*

Tanya M. Castro, ESL Teacher
Pharr—San Juan—Alamo Independent School District

Steps to student success!

Full skills coverage

The *Milestones* Scope and Sequence ensures that students are being taught all skills and standards they need to reach language proficiency targets and meet state assessment requirements.

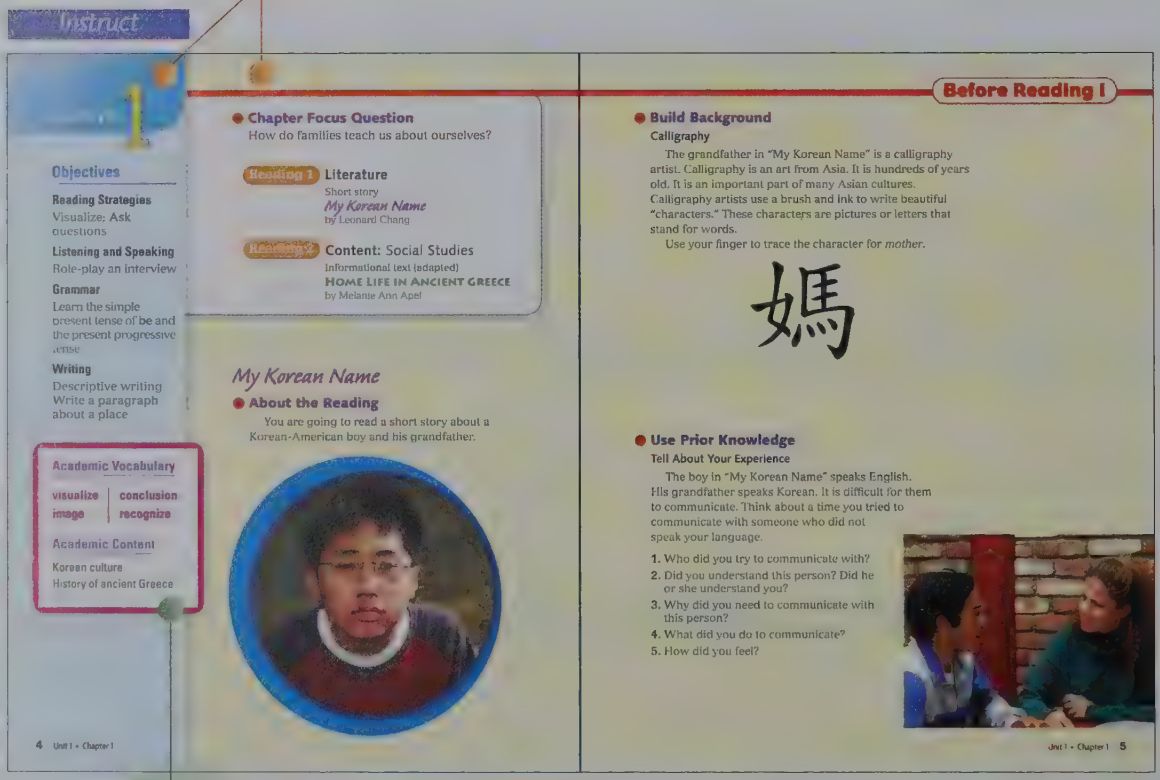
Scope and Sequence	Introductory	Book A	Book B	Book C
Language Development	✔	✔	✔	✔
Vocabulary and Language Development	✔	✔	✔	✔
Academic Language	✔	✔	✔	✔
Vocabulary Concepts	✔	✔	✔	✔
Reading	✔	✔	✔	✔
Learning to Read: concepts about print; phonemic awareness; phonics; decoding	✔			
Fluency	✔	✔	✔	✔
Reading Strategies	✔	✔	✔	✔
Reading Comprehension	✔	✔	✔	✔
Literary Response and Analysis		✔	✔	✔
Writing	✔	✔	✔	✔
Penmanship	✔			
Writing Conventions	✔	✔	✔	✔
Writing Applications	✔	✔	✔	✔
Research and Technology	✔	✔	✔	✔
Evaluation and Revision	✔	✔	✔	✔
Listening and Speaking	✔	✔	✔	✔
Comprehension	✔	✔	✔	✔
Organization and Delivery	✔	✔	✔	✔
Evaluation	✔	✔	✔	✔
Technology and Media	✔	✔	✔	✔

Milestones has EVERYTHING needed to help

Chapter-at-a-glance

Every unit of *Milestones* provides instruction, practice, and assessment in all skill areas while offering high-interest literature and content-area reading selections to build cross-curricular knowledge.

Clearly defined **Objectives** and **Focus Questions** direct student learning.



Academic Vocabulary and **Academic Content** are introduced for support across all disciplines.

your students succeed!

Reading Strategies and **Academic Vocabulary** are clearly introduced and practiced to assist in comprehension.

Practice

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
visualize verb	to make a picture in your mind	When I am homesick I visualize my mother cooking in our kitchen.	
image noun	a picture you make in your mind	I often have an image in my mind of my mother cooking.	

Draw a picture and write a sentence for each word.

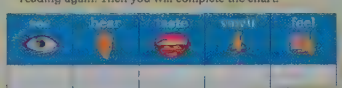
Reading Strategy

Visualize

When you **visualize**, you make an **image** of something in your mind. You also think about what you hear, taste, smell, and feel. **Visualizing** helps you enjoy the story more.

As you read "My Korean Name," **visualize** the story.

1. After you read each paragraph, close your eyes. Make **images** in your mind of people and things in the story.
2. Look at each paragraph again. Find the words that helped you **visualize** the paragraph.
3. Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.



Checkpoint

Explain the word **visualize** to a partner. Use your own words.

Unit 1 • Chapter 1 7

My Korean Name

Literature

by Leonard Chang

1 My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the **attic** so that he had his own room.

2 He wore **traditional** Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish **snacks** that smelled up everything. He coughed a lot.

3 My grandfather spoke only Korean, so I never understood what he was saying. He **scared** me. I had never seen anyone so old so close.

4 "Take this tea up to your ***halabogee***," my mother told me soon after he had moved in.

5 "I don't want to," I said.

6 "He's your grandfather," she **scolded**. "Be nice to him."



attic room or space below the roof of a house
snacks small amounts of food eaten between meals
halabogee Korean word for *grandfather*
scolded to speak severely in an angry way to someone who did something wrong

Reading Strategy

Visualize Imagine you are in the attic. What do you see? What do you smell? What do you hear? What words help you imagine these things?

Reading Check

1. **Recall facts** Where does the grandfather live?
2. **Recall facts** What language does the grandfather speak? What language does the boy speak?
3. **Explain** How does the boy feel? Why?

Unit 1 • Chapter 1 9

Assess

Checkpoints ensure students are on the road to skills and standards mastery.

Progress Checks provide a snapshot of all skills and standards introduced in the chapter and offer re-teaching suggestions to make certain that students are on the right track.

UNIT 1 • CHAPTER 1

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary from the Readings	What do these words mean? • **annoyed, scare, surprised, traditional, wise** • **belong, role, tradition**	6 16
Academic Vocabulary	What do these academic vocabulary words mean? • **image, visualize** • **conclusion, recognize**	7 14
Reading Strategies	How can **visualizing** help you understand a reading?	7
Text Genres	Why is it good to **ask questions** when you read?	16
Reading Comprehension	What is the text genre of "My Korean Name"?	8
Literary Element	What is the text genre of "Home Life in Ancient Greece"?	17
Spelling	What is "My Korean Name" about?	15
Writing Conventions	What is "Home Life in Ancient Greece" about?	21
Listening and Speaking	What is **characterization**? How does an author help readers understand a character?	15
Vocabulary Development	Write a sentence for each word. **to, too, two.**	21
Grammar	Give the contractions for the following: they are, I am, he is.	21
Writing Support: Spelling	**Phrases for Conversation** What words can you use for asking questions?	22
	What is a **suffix**? Give an example of a word with each of the following suffixes: **-y, -ful, -al**	23
	When is the **simple present tense** of **be** used? Give an example of a simple present sentence with **be**.	24
	When is the **present progressive tense** used? Give an example of a present progressive sentence.	25
	Spell the **plural** form of these words: **book, bus, city, knife.**	27

28 Unit 1 • Chapter 1

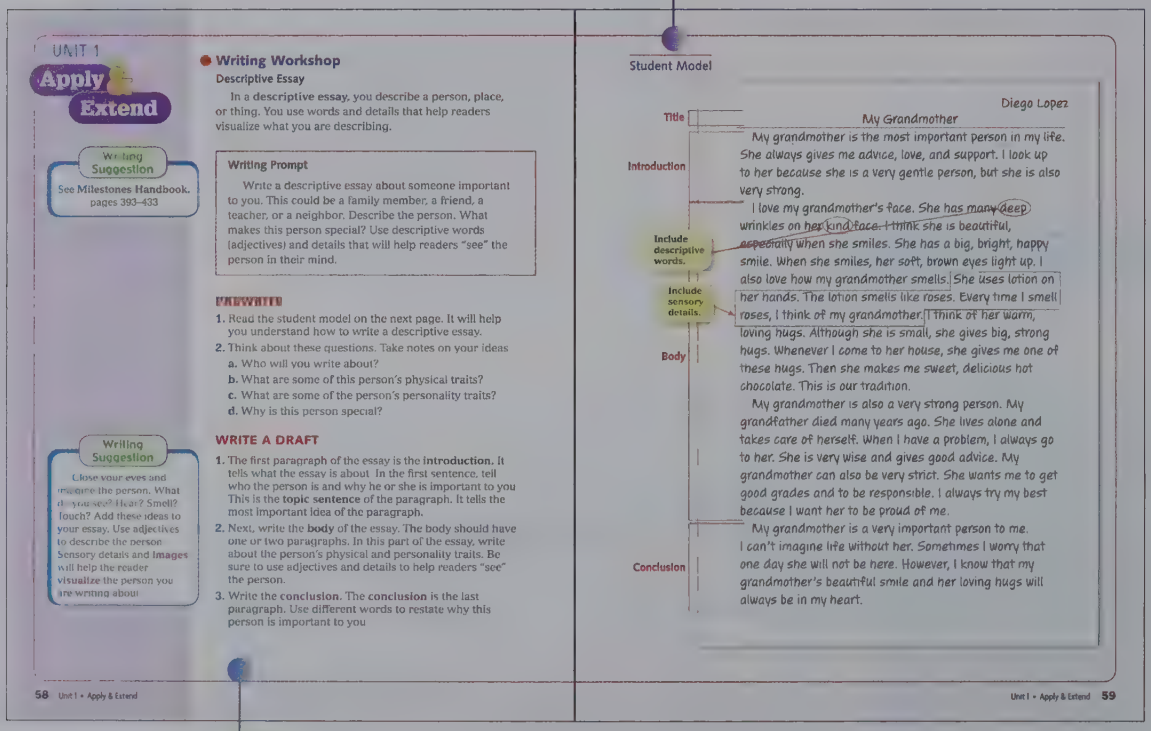
Reading Checks verify comprehension.

"Apply & Extend" sections complete each activities perfect for portfolio assessment.

"Apply & Extend" features included in every unit:

- Listening & Speaking Workshop
- Media Workshop
- Writing Workshop
- Project
- Independent Reading

Student writing models provide students with a visual of what their finished assignment should look like.



UNIT 1
Apply & Extend

Writing Workshop
Descriptive Essay

In a **descriptive essay**, you describe a person, place, or thing. You use words and details that help readers visualize what you are describing.

Writing Suggestion
See Milestones Handbook, pages 393–433

Writing Prompt

Write a descriptive essay about someone important to you. This could be a family member, a friend, a teacher, or a neighbor. Describe the person. What makes this person special? Use descriptive words (adjectives) and details that will help readers "see" the person in their mind.

PREWRITE

1. Read the student model on the next page. It will help you understand how to write a descriptive essay.
2. Think about these questions. Take notes on your ideas
   a. Who will you write about?
   b. What are some of this person's physical traits?
   c. What are some of the person's personality traits?
   d. Why is this person special?

Writing Suggestion
Close your eyes and imagine the person. What do you see? Hear? Smell? Touch? Add these ideas to your essay. Use adjectives to describe the person. Sensory details and **images** will help the reader **visualize** the person you are writing about.

WRITE A DRAFT

1. The first paragraph of the essay is the **introduction.** It tells what the essay is about. In the first sentence, tell who the person is and why he or she is important to you. This is the **topic sentence** of the paragraph. It tells the most important idea of the paragraph.
2. Next, write the **body** of the essay. The body should have one or two paragraphs. In this part of the essay, write about the person's physical and personality traits. Be sure to use adjectives and details to help readers "see" the person.
3. Write the **conclusion.** The **conclusion** is the last paragraph. Use different words to restate why this person is important to you

58 Unit 1 • Apply & Extend

Student Model

Diego Lopez

Title — My Grandmother

Introduction — My grandmother is the most important person in my life. She always gives me advice, love, and support. I look up to her because she is a very gentle person, but she is also very strong.

Include descriptive words. — I love my grandmother's face. She has many deep wrinkles on her kind face. I think she is beautiful, especially when she smiles. She has a big, bright, happy smile. When she smiles, her soft, brown eyes light up. I also love how my grandmother smells. She uses lotion on her hands. The lotion smells like roses. Every time I smell roses, I think of my grandmother. I think of her warm, loving hugs. Although she is small, she gives big, strong hugs. Whenever I come to her house, she gives me one of these hugs. Then she makes me sweet, delicious hot chocolate. This is our tradition.

Include sensory details.

Body — My grandmother is also a very strong person. My grandfather died many years ago. She lives alone and takes care of herself. When I have a problem, I always go to her. She is very wise and gives good advice. My grandmother can also be very strict. She wants me to get good grades and to be responsible. I always try my best because I want her to be proud of me.

Conclusion — My grandmother is a very important person to me. I can't imagine life without her. Sometimes I worry that one day she will not be here. However, I know that my grandmother's beautiful smile and her loving hugs will always be in my heart.

Unit 1 • Apply & Extend 59

Step-by-step instructions for students offer guided support.

Independent Reading includes additional reading suggestions tied to the unit theme, including selections from the *Heinle Reading Library*, part of the *Milestones* series.

unit with workshops and

Projects offer opportunities to apply skills in various formats including oral communication, writing, and Internet-based research.

UNIT 1

Apply & Extend

REVISE

1. Review your essay. Make sure you used descriptive words and details. You may want to use a thesaurus to find words that will help readers **visualize** the text.
2. Exchange your essay with a partner. Ask your partner to use the **Peer Review Checklist** to review your essay. Your partner will point out errors and give suggestions for making your draft better.
3. Revise your draft. You may want to add or delete sentences. You may want to rearrange sentences to make your ideas clearer.
4. Use the **editing and proofreading symbols** on page 419 to help you mark the changes you want to make.

EDIT

1. Use the **Revising and Editing Checklist** to evaluate your essay.
2. Fix any errors in grammar, spelling, and punctuation.

Peer Review Checklist

1. There is a title.
2. The first paragraph says who the essay is about.
3. There are many details and descriptions in the essay.
4. The essay helps me "see" the person.
5. The essay would be better if ...

Revising and Editing Checklist

1. My topic sentence states the main idea.
2. I included details and examples from the reading in the body.
3. I used different words to restate the main idea, or **purpose**, in the **conclusion**.
4. I used capital letters and punctuation correctly.
5. I used the verb **be** correctly.
6. I used the simple present tense correctly.

PUBLISH

1. Write your essay in your best handwriting. Be sure it is clear and easy to read. You can also use a computer. If you do, use the spell check and the grammar check.
2. Read your essay to the class. Read clearly and slowly enough so that everyone can understand you. Change the tone and expression of your voice to express the important ideas.

Projects

Choose one or more of the following projects to explore the theme of family connections further.

PROJECT 1
Write a Paragraph About a "Person of the Year"

1. Choose a member of your family or a friend to win a "Person of the Year" award. For example, you might choose your grandmother for "Grandmother of the Year."
2. Write a paragraph about why this person deserves the award. Describe the person. Give examples of things the person does.
3. Read your paragraph to the class. Answer any questions your classmates may have about the person.

PROJECT 2
Interview a Family Member About Your Family History

1. Interview a member of your family to find out about your family's history. Ask questions like:
   - Where are you from?
   - What is that place like?
   - Are any family members still there?
   - Are there traits shared by many members of our family?
   - Can you tell me any interesting family stories?
2. Take notes on important information.
3. Report back to your class on the interview.

PROJECT 3
Use the Internet to Learn About a Famous Family

1. Choose a famous family such as the American Kennedy family, the Italian Medici family, or the Japanese royal family.
2. Type the family name into an Internet search engine.
3. Take notes on important information you learn.
4. Share your findings with a classmate.



President John F. Kennedy and his family

Checklists provide opportunities for self and peer assessment.

Milestones to Achievement informally assesses skills and standards mastery while introducing students to question types and formats found in state exams—including timed writing.

UNIT 1

Apply & Extend

Heinle Reading Library

Pollyanna by Eleanor H. Porter

In a specially adapted version by Mariana Leighton

Pollyanna is all alone in the world, except for her Aunt Polly. But Aunt Polly doesn't understand children. Will she ever understand her niece?

Independent Reading

Explore the theme of family connections further by reading one or more of these books

Pride of Puerto Rico: The Life of Roberto Clemente by Robert Paul Walker, Odyssey Classics, 1991.
This is the story of Roberto Clemente, an all-time great baseball player. The story begins with Clemente's childhood in Puerto Rico. Then it tells about Clemente's years in the major league, the prejudices he faced, and the ways he helped young people in his native Puerto Rico.

In My Family/En mi familia by Carmen Lomas Garza, Children's Book Press, 2000.
Lomas uses colorful paintings and brief narratives to share her childhood memories of growing up in a loving family within a traditional Mexican-American community.

Under the Royal Palms: A Childhood Growing Up in Cuba by Alma Flor Ada, Atheneum, 1998.
In these ten stories, the author tells of growing up in Cuba in the 1940s. The author's family lived with aunts, uncles, and cousins in a large, shared family home. The stories focus on the importance of extended family, and are filled with humor and wisdom. The book has black-and-white photographs of the author and her family.

Kira-Kira by Cynthia Kadohata, Aladdin, 2006.
The Takeshima family moves to Georgia in the 1950s. This Japanese-American family faces many problems there, including poverty, sickness, and prejudice. Despite their struggles, the Takeshimas find a way to create a loving home

Child of the Owl by Laurence Yep, Laurel Leaf, 1978.
This story is set in 1960 in San Francisco's Chinatown. It focuses on Casey, a Chinese-American teen. From her grandmother, Casey learns about her Chinese heritage and the mother she never knew. She slowly begins to understand and value her Chinese heritage.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's descriptive paragraph, which may contain errors.

An Afternoon with My Brother

(1) My friends are going to the mall. (2) I want to go with them. (3) Instead I am watching my brother run around the house. (4) He is yelling loudly. (5) He is pretending to be a fire engine. (6) I decide to play with him. (7) I say, "Help! My cat is stuck in a tree." (8) My brother rushes over. (9) I point to the sofa. (10) He climbs on the sofa. (11) He saves my toy cat. (12) I clap my hand. (13) "Thank you, Mr. Firefighter," I say. (14) My brother looks proud. (15) He also looks hot and thirsty. (16) I suggest we get a snack. (17) I pour us some apple juice. (18) Then I cut sandwiches in the shape of fire engines. (19) My brother is happy. (20) He jumps up and down. (21) I smile. (22) I am happy, too. (23) Today was nice after all.

1. **Which topic sentence should you insert before sentence 1?**
   - A Today, I babysit my little brother.
   - B Today, I babysits my little brother.
   - C Today, I am babysitting my little brother.
   - D Today, I am babysit my little brother.
2. **How can you change sentence 12 to correct it?**
   - A I clap my handz.
   - B I clap my hands.
   - C I clap my handes.
   - D I clap my handves.
3. **Which sentence can you add before sentence 14?**
   - A "You are my proud!"
   - B "You are my ancestor!"
   - C "You are my wise!"
   - D "You are my hero!"
4. **Which change will make sentence 23 more interesting?**
   - A Today was great after all.
   - B Today was rainy after all.
   - C Today was sunny after all.
   - D Today was terrible after all.

Writing Tip

Unit 1: Together as One

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 4	**Reading 1** Literature: "Half and Half" (Lensey Namioka) **Reading 2** Content: Geography/ Science The "Monarch Migration"	analyze solution explain respond	Analyze problem/ solution Analyze cause-effect relationships	Short story Informational text: article	Point of view	Spelling rules	Punctuation: Colons with lists	Role-play a talk show Phrases for conversation: Introducing a person, Expressing point of view	Reading words in chunks	Dictionary use: multiple-meaning words	Sentence structure: subject-predicate Sentence structure: word order	Write a journal entry about moving to a new place	Mechanics: capitalization and punctuation
Chapter 2 page 32	**Reading 1** Content: Science: "Cells and Organisms" **Reading 2** Literature: "We Are All One" (Laurence Yep)	identify topic sequence connection	Find the main idea and details Understanding theme	Informational text: science textbook Fable	Science tables	Homophones	Punctuation: Quotation marks with poems, songs, and short stories	Deliver an oral summary in a jigsaw group Phrases for conversation: Asking for clarification, Giving encouragement	Choral reading	Similes	Nouns Pronouns	Write a speech about a theme	Grammar: indefinite pronouns

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 60	Take part in a group discussion	Analyze a television talk show	Write a review of a Story
Milestones to Achievement page 67			

Unit 2: Relationships

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 72	**Reading 1** Literature: "The Diary of Anne Frank" (Frances Goodrich and Albert Hackett) **Reading 2** Content: Math "The Golden Rectangle"	inference dialogue transition speculate	Make inferences Analyze author's viewpoint	Play Informational text: article	Stage directions	Spelling contractions with not	Capitalization of: names of books, magazines, newspapers, and songs	Explain a procedure Phrases for conversation: Making transitions, Clarifying information	Dramatizing: emotion	Idioms	Verb review: the simple tenses	Write an informal letter to a friend	Spelling endings of regular simple present and simple past verbs
Chapter 2 page 100	**Reading 1** Content: Science: "Eureka!" (Richard Platt) **Reading 2** Literature: "The First Book" (Rita Dove); "Unfolding Bud" (Naoshi Koriyama) A Library Card Application	summarize compare conclusion	Summarize Picture a setting	Informational text: social studies textbook Novel	Headings	Words with silent letters	Capitalization: names of buildings, works of art, and organizations	Talk a mile-a-minute Phrases for conversation: Making comparisons	Rapid word recognition	Thesaurus use: synonyms	Compound sentences Subject-verb agreement	Autobiography: write a personal narrative	Grammar: transitions

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 126	Give an oral presentation that informs	Turn a stage play into a movie	Write a personal essay
Milestones to Achievement page 133			

Unit 3: Justice

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 138	**Reading 1** Literature: "The Pearl" (John Steinbeck) **Reading 2** Content: Science: "Genes and DNA"	prediction evidence adjustment contrast evaluate	Make predictions Question the author	Novella Informational text: science reference book	Greek chorus	Regular and irregular plural nouns	Capitalization: rules	Role-play a trial scene Phrases for conversation: Expressing agreement, Expressing doubt	Using punctuation cues: expression and pitch	Antonyms	Verb review: the progressive tenses The perfect tenses	Write a story about healing	Usage: shifts in tense
Chapter 2 page 166	**Reading 1** Content: Social Studies: "Justice First" (R. Anthony Kugler) **Reading 2** Literature: "Blowin' in the Wind" (Bob Dylan)	paraphrase organize relate	Paraphrase Think aloud	Informational text: magazine article Song lyrics	Author's opinion and support	Abbreviations in people's titles	Punctuation: using semicolons in compound sentences	Role-play a job interview Phrases for conversation: Responding to instructions, Showing courtesy	Echo reading	Analogies	Adjectives Adverbs	Write an essay about a painting	Grammar: appositives

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 190	Take part in a debate	Identify fallacies in messages	Response to literature: essay
Milestones to Achievement page 197			

Unit 4: Learning from Experience

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 202	**Reading 1** Literature: "Seventh Grade" (Gary Soto) **Reading 2** Content: Math: "Eratosthenes"	create mental image example opinion	Create mental images Ask questions	Short story Informational text: interview	Character traits	Plural nouns	Capitalization: place names	Interview a classmate about a learning experience Phrases for conversation: Asking for more information, Explaining the sequence of events	Readers theatre	Greek and Latin roots	Frequently misused verbs	Write an I-search paper about a cultural tradition	Punctuation: quotation marks
Chapter 2 page 230	**Reading 1** Content: Social Studies/Geography: "Magellan's Remarkable Voyage" **Reading 2** Literature: "Coyote Flies with the Geese" (Jane Louise Curry)	visualize location interpret	Visualize location Visualize movement	Informational text Myths	Captions	Ordinal Numbers	Underlining, quotation marks, and italics	Tell a story about a journey Phrases for conversation: Responding to a story	Using punctuation and type cues	Greek and Latin prefixes	Participles and participial phrases	Write a narrative account of a day at sea	Punctuation: dashes

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 250	Take the hot seat	Analyze implied media messages	Write a screenplay
Milestones to Achievement page 257			

Unit 5: Change

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 276	**Reading 1** Literature: Autobiography: "The Circuit" (Francisco Jiménez) **Reading 2** Content: Mathematics: "Many Changes"	particular mood suggest	Reading closely Read with a purpose	Autobiography Informational text: mathematics textbook	Personification Setting	Commonly confused prefixes and suffixes	Punctuation using parentheses	Role-play selling and buying a product Phrases for conversation: Asking for help, Asking for and giving advice	Reading silently	Suffixes	Prepositions and prepositional phrases Infinitives and prepositional phrases	Write a business letter about a defective product	Mechanics capitalization and punctuation in a business letter
Chapter 2 page 300	**Reading 1** Content: Science: "Our Changing Earth" **Reading 2** Literature: "Change" (Charlotte Zolotow), "Old Snake" (Pat Mora), "Walking on the Boundaries of Change" (Sara Holbrook)	concept element pattern	Synthesize Read and reread	Informational text: science reference article Poem	Labels	Spelling contractions with pronouns	Punctuation: more uses of colons	Ask and answer questions in a quiz bowl Phrases for conversation: Asking questions	Sound and rhythm in poetry	Word relationships	Independent and dependent clauses Adverb clauses	Write a poem about change	Mechanics: commas in complex sentences

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 328	Hold a poetry slam	Analyze product packaging	Write a research report

Milestones to Achievement page 335

Unit 6: Courage

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 340	**Reading 1** Literature: "What the Moon Saw" (Laura Resau) **Reading 2** Content: English: "The Meaning of Courage" (Sei Korti)	emotion sensory material	Visualize (sensory images) Think to connect	Novel Essay: personal narrative	Setting and mood	Words with Silent Letters	Capitalization	Sketch to stretch Phrases for conversation: Agreeing, Disagreeing	Reading rate with quotations	Similes and metaphors	Adjective clauses Misplaced adjective clauses	Write a script for a one-act play about showing courage	Grammar and punctuation: interjections
Chapter 2 page 370	**Reading 1** Content: Health: "Coaching Brian" (Brian Michelmore) **Reading 2** Literature: "Call It Courage" (Armstrong Sperry)	personal react refer	Make personal connections Read actively	Article: narrative nonfiction Novel	Section headings	Greek and Latin roots	Punctuation: adverbial clauses	Give a speech of appreciation Phrases for conversation: Expressing wishes and desires	Use emphasis to express meaning	Word Origins	Present/future real conditionals Present/future unreal conditionals	Creative writing: write a narrative from a different point of view	Punctuation: apostrophes

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 398	Present a response to literature	Analyze advertising techniques	Write a suspense story

Milestones to Achievement page 405

Culturally Responsive Teaching

OVERVIEW

People who know the world only from their own cultural views are denied important parts of the human experience (Banks, 2008). One of the goals of multicultural education is to ensure that students have the skills, attitudes, and knowledge to function within their community cultures, the mainstream culture, and across other cultures (Banks, 2006).

Culturally responsive teaching is an approach that helps teachers foster students' understanding of their roles within a global society. Teaching lessons that address the issues of multicultural communities in the classroom, neighborhood, and nation is an important approach teachers can use when trying to help students understand the importance of respect for diversity. English Language Learners must also learn to consciously identify and understand traditional American values. The National Standards for Civics and Government defines these as encompassing individual rights, the common good, self-government, justice, equality, diversity, truth, patriotism, openness, and free inquiry (Singleton, 2001).

Culturally responsive teaching includes curricular content that is inclusive—meaning that it reflects the cultural, ethnic, and gender diversity of society and the world. In addition, the instructional and assessment practices build on students' prior cultural, experiential, and linguistic knowledge. The instructional practices draw from and integrate community and family language and culture, and help families and communities support students' academic success (National Center for Research on Cultural Diversity and Second Language Learning 1995).

Research supports the use of culturally responsive teaching. Many educators now assert that a growing body of evidence links multicultural education and improved academic learning (Zaslavsky, 1988; Webb, 1990; Nieto, 2000; Office of English Language Acquisition 2005; Banks, 2008). In addition, "students' perceptions of belonging to their school community, their ability to do well academically, and their families' expectations of them all improved" (Office of English Language Acquisition Newsline, 2005). *Milestones* incorporates what the research proves about the importance of addressing multiculturalism in the classroom.

INSTRUCTIONAL ROUTINE FOR CULTURALLY RESPONSIVE TEACHING

Preteach Find out about the students' existing knowledge of the culture presented in the text. Ask them to describe what they know.

Teach Note the cultural components of the lesson (ethnicity of author and characters, cultural traits, geographic location, behaviors, evidence of values, etc.). Discuss the individual elements of the actual text, and avoid sweeping generalizations or stereotypes. Draw attention not only to differences depicted, but also to similarities across cultures. If students make inappropriate remarks, address them by contextualizing the issue. In other words, if a student says, "All _____ people are _____" (making a generalization or perpetuating a stereotype), then ask them to think about the word *all*. Use your school as an example. Say, "Do *all* the students at our school act exactly the same way? Do they *all* do the same activities after school? We are not all the same, so it is inaccurate to make a statement that is meant to be about every person in an entire culture." Expressions of prejudice are often based on ignorance, not malicious intent. In other words, students' beliefs are based on other outside influences.

Apply Draw from students' life experiences. Incorporating home culture and knowledge contributes to a feeling of trust between students and their teachers (August, D. and Pease-Alvarez, L., National Clearinghouse for English Language Acquisition, 2007).

Practice When students work collaboratively on assignments, vary the makeup of small groups to create balance. Consider the number of males and females, ethnicities, and language levels. For certain projects, encourage students to work with peers other than friends.

Extend Use homework assignments and projects to tap students' cultural and linguistic knowledge.

Enhance There are a variety of activities that will engage students:

- Collect articles from newspapers, magazines, or the Internet about different cultural groups.
- Collect relevant pictures, books, songs, and poems about the unit of study.
- Keep a picture journal based on one or more themes, such as money around the world or celebrations around the world, that depicts variations in age, gender, ethnicity, and nationality.
- Develop a multicultural calendar.

Visit the U.S. Census Bureau's Web site to find demographic information about various groups living in the United States. (See the section designed especially for teachers and students.)

References

Banks, J. A. *An Introduction to Multicultural Education*. Boston: Pearson Education, Inc., 2008.

Banks, J. A. *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed., Boston: Allyn and Bacon, 2006.

Strategic Teaching and Reading Project Guidebook. National Center for Research on Cultural Diversity and Second Language Learning (NCREL), 1995.

Singleton, L. "Following a Tragic Event: A Necessary Challenge for Civic Educators." *Social Education*, 65 (7) 2001.

Office of English Language Acquisition (OELA). "Addressing Diversity in Schools: Culturally Responsive Pedagogy." OELA *Newsline*. August 18, 2005.

Zaslavsky, C. "Integrating Mathematics with the Study of Cultural Traditions." Paper presented to the sixth annual International Conference on Mathematical Education, Budapest, Hungary (ED 303 540), July, 1988.

Family and Community Involvement

OVERVIEW

As students travel down the road to literacy, they are surrounded by family, friends, businesses, and their neighborhoods. Schools must recognize the value of involving each of these groups in the learning process. For English Language Learners, studies indicate that most parents care deeply about their children's education but may not show their concerns in the same manner (Valdés 1996; Gándara 1995). Factors that affect parent involvement include parents' own educational experiences in school, their beliefs about family involvement as shaped by cultural norms and values, and the burden of their additional responsibilities (Henderson, A. T., and Mapp, K. L., 2002). When school staff engage in caring and trustful relationships with parents, and recognize them as partners in the educational development of their children, parents' desire to be involved and how they participate in their children's educational development are influenced (Henderson, A. T., and Mapp, K. L., 2002).

Besides student success, parental involvement produces other benefits as well.

Benefits for students: (Henderson, A. T. and Berla, N., 1994)

1. Higher grades and test scores
2. Higher achievement in reading
3. Better attendance and more homework done
4. Higher graduation rates
5. Greater enrollment in post-secondary education
6. More positive attitudes and behavior exhibited by students
7. Decrease in negative student behaviors, such as alcohol use, violence, and antisocial behavior, as parental involvement increases

Benefits for parents:

1. More confidence in the school
2. Greater confidence in themselves as parents and in their ability to help their children at home (Wherry, J. H., 2003)
3. Greater likelihood that the parents will enroll in continuing education to advance their own schooling (Wherry, J. H., 2003; Family Strengthening Policy Center, 2004)

In addition to collaborating with families, schools must create bridges to the community. Partnerships between schools and public and private organizations create opportunities for students to start to develop ideas about the workplace and future careers.

INSTRUCTIONAL ROUTINE FOR FAMILY AND COMMUNITY INVOLVEMENT

Preteach Find out who your students reside with (parents, other family members, guardians). Determine the best way to reach out to them.

Teach Educate parents, families, and community members about the literacy curriculum and the opportunity to be partners in education.

Apply Schedule "Family Nights." Invite whole families to the school to learn about how to be partners in education. Provide interpreters and childcare. The atmosphere should be relaxed, informal, and family-friendly. Set the chairs in a circle or concentric circles, so that the focus is on anyone who speaks. Offer food or refreshments and allow entire families to socialize. When the tone has been set, begin the discussion and send the younger children to childcare. This is more effective than starting at exactly 6 PM. Some families will feel more welcome if the night is event oriented, instead of time oriented. It is worth starting 15 minutes "late" if the audience is engaged.

Practice Families can watch you model a literacy skill and then try it in small groups. Explain how it helps their children with reading.

Extend Ask the families to try the strategy at home.

Enhance There are many ways families can be involved in their student's education, no matter their levels of literacy and English proficiency.

- **Meaningful Conversation** For oral language development, parents should engage their children in meaningful conversation. Parents should ask children questions that require more than a simple yes or no answer (Colorín Colorado, 2005).
- **Visiting the Public Library** Parents can encourage their student to read by making weeky trips to the library. Invite a librarian to a "family night" to talk about the library's borrowing practices and how to get a library card (Colorín Colorado, 2005).

References

American Federation for Teachers. *Colorín Colorado! An AFT Toolkit for Teachers.* <www.colorincolorado.org>

Banks, James A. *An Introduction to Multicultural Education.* Boston: Allyn and Bacon, 2008.

Family Strengthening Policy Center, 2004. Policy Brief No. 3, *Parental Involvement in Education.* National Human Services Assembly. January 15, 2008. <http://www.nassembly.org/fspc/practice/documents/Brief3.pdf>

Gándara, Patricia. *Over the Ivy Walls: The Educational Mobility of Low-Income Chicanos.* Albany: State University of New York Press, 1995.

Henderson, A. T., and N. Berla. *A New Generation of Evidence: The Family Is Critical to Student Achievement.* Washington, DC: Center for Law and Education, 1994.

Henderson, A. T., and K. L. Mapp. *A New Wave of Evidence: The Impact of Family, School, and Community Connections on Student Achievement.* Austin, TX: Southwest Educational Development Laboratory, 2002.

Valdés, Guadalupe. *Con Respeto—Bridging the Distances Between Culturally Diverse Families and Schools.* New York: Teachers College Press, 1996.

Wherry, J. H. *Selected Parent Involvement Research.* 2003. January 15, 2008. <http://www.parent-institute.com/educator/resources/research/research.php> (requires registration to view).

Students with Special Needs

OVERVIEW

Some English Language Learners have special needs. These students require specialized instruction because they have been diagnosed as having specific learning disabilities (LD), emotional or behavior disorders (E/BD), educational delays (ED), or substance exposure (SE). They may also be students with physical disabilities, including those who use wheelchairs or those with cerebral palsy, muscular dystrophy, spina bifida, or another condition that affects their mobility. Students who have been diagnosed with any degree of hearing loss, from mild to profound, are said to be hearing impaired (Winebrenner, 1996). Students may also be visually impaired. In the United States, all students with disabilities are entitled to a free, appropriate education in the least restrictive environment. In some cases, the "least restrictive environment" has been designated as the regular classroom. "Mainstreaming" refers to the process of integrating students with disabilities into the mainstream classroom. Students are members of the mainstream classroom with supplemental resources or services provided as needed (Winebrenner, 1996). These students have Individualized Education Plans (IEPs) specifying appropriate educational strategies and environments. It is the teacher's responsibility to be familiar with the plan. It is important to note that mainstreaming may be culturally unfamiliar to some English Language Learners who have not been in the same class as students with special needs. Teachers should respond immediately to questions, fears, or inaccurate information, in order to create a respectful atmosphere where everyone can learn.

English Language Learners are overrepresented in special education classes because educators often have difficulty distinguishing students with learning disabilities from students who are having difficulty for other reasons, such as limited English (Yates and Ortiz, 1998). The reverse is also true. Some students with legitimate disabilities do receive the services they need to reach their potential (Ovando, Combs, and Collier, 2006).

IDEAS AND MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS

1. **Differentiated Instruction** Use these sections in the *Milestones Teacher's Editions* to accommodate diversity in student learning. This includes scaffolding and extensions.
2. **Learning Objectives** State the learning objectives in simple terms (e.g., "We are going to learn about . . ."). Always provide clear language models for students.
3. **Direct Instruction** Use a variety of ways to explain a concept or assignment. Instructions can be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions.
4. **Sequence of Steps** For more involved activities or projects, give students a clear sequence of numbered steps to follow. Place a written list of steps to follow on their desks or tables. Check often to ensure they are able to follow each one.
5. **Check for Understanding Frequently** Regularly ask each student to verbalize or write down (independently or with peers) what he or she knows about the task. Teachers can gain immediate insight into the student's thinking and level of understanding.
6. **Offer Accommodations**
   - **Organizational Strategies** Vary classroom and seating arrangements, grouping patterns, and schedule of instruction. Offer a variety of human resources including other teachers, peer tutors, and volunteers.
   - **Curriculum and Instructional Strategies** Vary the content, including the amount to be learned, time allotted for learning, and number of objectives. Vary the response to allow oral, written, gestural, and individual/group work. Vary the presentation and pace. Offer more guidance during independent practice.
7. **Assessment Program** Familiarize students with the language and format of assessment activities. *Milestones Tracker* and the *Assessment Book* offer students varied opportunities to check their progress formally and informally. However, the *Student Editions* contain multiple checkpoints for students to check their comprehension.
8. **Other Accommodations** Vary the directions; modify the content or format; offer extra time; consider the setting (classroom, small group, atmosphere); vary the response mode (oral versus written); and adjust length; consider adding other assessments to overall body of evidence, such as portfolio collections (Arlenn, Gable, and Hendrickson, 1994).

References

Arlenn, N. L., R. A. Gable, and J. M. Hendrickson. "Accommodations for Instructing Students with Special Needs." *Preventing School Failure*, Vol. 41 (1) (1994).

Ortiz, A. (2001). *English Language Learners with Special Needs: Effective Instructional Strategies*. Center for Applied Linguistics. Retrieved January 25, 2008. <http://www.cal.org/resources/digest/0108ortiz.html>

Ovando, C. J., M. Combs, and C. Collier. *Assessment in Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*. 4th ed., New York: McGraw-Hill, 2006.

Winebrenner, S. *Teaching Kids with Learning Disabilities in the Regular Classroom*. Minneapolis, MN: Free Spirit Publishing, Inc., 1996.

Yates, J. R. and A. Ortiz. "Issues of Culture and Diversity Affecting Educators with Disabilities: A Change in Demography Is Reshaping America." In Anderson, R. J., C. E. Keller, and J. M. Karp, eds. *Enhancing Diversity: Educators with Disabilities in the Education Enterprise*. Washington, DC: Gallaudet University Press, 1998.

Classroom Management

OVERVIEW

English Language Learners benefit from a classroom that is managed in a way that includes predictable routines, patterns, and signals (both visual and auditory). This will reduce the students' anxiety and help them feel more comfortable.

Routines When they know what to expect, they can focus on the instruction at hand, instead of what is coming next (Herrel and Jordan, 2008). Because students may not understand everything that is being said in the classroom, physical cues will help put them at ease as they become more proficient in the literacy process.

The classroom itself plays a role in orienting the students to your routine. Set up your room so that certain areas are designated for specific types of activities. For example, if students will be working in pairs, they go to the back of the room for oral activities. On the other hand, if they will be copying things from the board, they will need to be at their desks or tables. A list of the day's activities and the times they will occur should be posted in the same place daily (e.g., on the board). In addition, the page numbers of the day's reading should be written on the board, along with any other important information relevant to that day's tasks (Herrel and Jordan, 2008). Routines also help students feel clear about expectations for behavior that will be optimal for learning. Teachers who have high expectations end up with students who perform better than teachers with low expectations (Bluestein, 1999).

Giving Instructions When instructions are not clear, students become overly dependent upon the teacher. Time is wasted and students may become frustrated. Students are often overwhelmed with the amount of instructions they are given in both verbal and written form. Offer oral directions in a simple manner and given one piece at a time in sequence to help students focus immediately on their work. Teachers also need to pay attention to the vocabulary they use. Simple idiomatic expressions, such as "Clear your desk," can confuse English Language Learners. As you give instructions, pause and wait for the students to listen. They may need as long as 15 seconds to process what is being asked of them. Ensure that students have a starting point and provide some structure (e.g., how long should the assignment be, etc.).

Consistency This is an important element of structure. Once expectations have been established, teachers need to remain consistent. This is an important part of the

INSTRUCTIONAL ROUTINE FOR CLASSROOM MANAGEMENT

Preteach Review the signals you have gone over with the class to indicate transitions, and make your expectations clear to students.

Teach Gather all the materials needed for the lesson in advance. As you teach, check your timing so the lesson is well paced. Be clear and model your expectations for the students.

Apply Guide the students through the lesson by offering examples that you can complete together as a class, in order to begin by scaffolding, e.g., offering guided support. Letting students work independently too early can cause them to lose focus.

Practice Have the students collaborate in groups as they work on the vocabulary and content. Circulate around the room, encouraging positive behavior and cooperation as they work.

Extend After students have worked cooperatively, they should work on their own, displaying responsible, positive behavior. This will facilitate the learning process.

Enhance The use of cooperative learning is beneficial for English Language Learners. One effective activity is "Think-Pair-Share," in which students collaborate to answer questions as opposed to being called upon individually. In this activity, anxiety is lessened. Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley, 1992).

routine students have come to expect; they know what boundaries and opportunities exist.

Feedback English Language Learners need regular and ongoing feedback about their academic progress. Framing the feedback within positive statements helps students to move forward and improve. This does not mean glossing over things when something is incorrect or wrong. However, using encouragement is more effective than being overtly negative (Bluestein, 1999). For example, if the student brings an error-ridden written assignment to you to review, find some positive items first (focus on the content or creative element). Then say, "Look at this sentence. It needs ____." Make sure they understand *why* they need to change something (otherwise, reteaching may be necessary). Students feel better about correcting their work when you have not gone straight (and only) to what was wrong.

Preparation, Planning, and Pacing Teachers must attend to the fine details, as well as the larger picture. For example, making sure there are enough materials for every student in the class is as important as making sure students are ready to learn the concept being taught. Pacing (timing of the lessons themselves) is crucial so that students can develop and master the skills being presented. See the TE for pacing guides for each unit. Moving too quickly can leave some students behind (see the Differentiated Instruction section for tips on working with a wide range of abilities).

Motivation English Language Learners are affected by several variables in the affective (emotional) realm. Krashen (1988) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success. Low motivation, low self-esteem, and debilitating anxiety can combine to "raise" the affective filter (Krashen, 1988). This filter is a learning blockage caused by a negative emotional attitude, which can impede the learning process. To keep the students engaged and relaxed, teachers must create meaningful ways to communicate the concepts being taught and read.

1. **Think** Students think independently about the question that has been asked, and develop ideas of their own.
2. **Pair** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share** Student pairs then share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

References

Bluestein, J. *21st Century Discipline: Teaching Students Responsibility and Self-Management*. Belmont, CA: Fearon Teacher Aids, 1999.

Herrel, A., and M. Jordan. *50 Strategies for Teaching English Language Learners*. New Jersey: Prentice Hall, 2008.

Krashen, S. *Second Language Acquisition and Second Language Learning*. Prentice Hall International, 1988.

Pressley, M., et al. "Beyond Direct Explanation: Transactional Instruction of Reading Comprehension Strategies." *The Elementary School Journal*. Vol. 92, No. 5 (May, 1992), 513–555.

Reading Comprehension

OVERVIEW

Reading comprehension is important because comprehension is the reason for reading. If the reader can read all the words, but cannot understand them, then the reading process is not truly fulfilled. Good readers are purposeful and active when they read. They use their experiences and background knowledge to make sense of the text. Their understanding of vocabulary and language structure contributes to their overall comprehension. They also use reading strategies to help them grasp the meaning of the text. Research shows that students know when they have problems with understanding and how to resolve these problems as they occur. Research over 30 years (National Institute for Literacy, 2003) has shown that instruction in reading comprehension (Beck, 2000) can help students understand what they read, retain what they read, and communicate with others about what they read.

Reading comprehension can be improved by teaching students reading comprehension strategies. These strategies are conscious plans in which students learn specific steps to make sense of what they are reading. The National Reading Panel (2000) found six strategies that were proven to improve comprehension:

1. **Monitoring Comprehension** Students need to rely on metacognition (thinking about their own thinking) so they remain aware while they read. Good readers know when they understand what they are reading and when they do not. They can rely on strategies when they encounter something they do not understand. For example, they preview the text before they read and think about its purpose (e.g., informational text, fiction, nonfiction, etc.).
2. **Using Graphic and Semantic Organizers** Students see concepts illustrated and recognize relationships among concepts in a text by using diagrams, charts, webs, etc.
3. **Recognizing Story Structure** Story structure refers to the way a story is organized into a plot. Students learn to recognize the categories of content (setting, events, outcomes, etc.)
4. **Summarizing** Students learn to find and synthesize important ideas in a text using their own words.
5. **Answering Questions** Research shows questions are effective for improving learning from reading. They help set a purpose and focus the students' attention so they can think actively and make connections to what they already know.
6. **Generating Questions** Students should also learn how to pose their own questions. This helps them see whether they can answer the questions and if they really understand what they are reading.

An excellent strategy that helps students with questioning techniques is the use of "Question/Answer Relationships (QAR)." This strategy helps students classify questions

INSTRUCTIONAL ROUTINE FOR READING COMPREHENSION

(Modify this routine as necessary for your students.)

Preteach Review the importance of reading comprehension with the students. Say, "It will not help me if I know the sounds of all the words, but I do not understand the text or what I'm supposed to do in the assignment. We are going to learn strategies that will help us understand what we read."

Teach

- Offer the students a direct explanation of the strategy. Explain why the strategy helps comprehension and when to apply it. For example, you can teach how to **self-monitor comprehension.** Point out that this means checking on yourself to see if you understand the text. If you do not, find and identify the exact part that is difficult. Say, "I do not understand the first question on this page." (This shows how to be specific instead of saying generally, "I do not understand, or I do not get it.")
- Model how to apply the strategy by "thinking aloud" while reading the text the students are using. They need to "see" and "hear" what is happening in your head. Make your thinking visible. Say, "I cannot tell what the author means when he says to draw a conclusion about whether the character's father is disappointed in him. I need to look back at the rest of the page to see what can help me."
- Social interaction can help enhance the learners' ability to comprehend the text. As they listen to how a peer figured out the meaning or as they explain how they reached a conclusion, they understand the process better. Vygotsky's (1978) research showed that through guided practice and observation of the thinking of other people, students become able to do these tasks on their own.

Apply Show the class where you would turn back in the text to answer the question. Keep thinking aloud. Say, "I am going to re-read these paragraphs to see how the two characters talk to each other. I need to figure out if Roberto is worried that his father will be disappointed in him. I need to look for some clues. Who can help me find what Roberto said to his father?" After the students have looked back in the story together with you, model your conclusion aloud. Say, "I think Roberto is worried because it says, 'He did not want to tell his father of his failure.'" (Use direct quotes from the reading.) Explain that looking back is a way to check for understanding. Show students that looking ahead can also help them resolve the difficulty.

and locate answers to them (California Department of Education, 2000). Students learn to recognize the relationship between a specific type of question and where they can find the answer in the text. There are four types of QAR questions:

- **Right There** These are literal questions that check factual recall. Students can go back and point to the words used in the questions and then look at the rest of the words in the sentence to find the answer.
- **Think and Search** These questions require information from more than one sentence or paragraph. The answer is still there in the text, but students must synthesize information and infer information from different parts of the text.
- **Author and You** Students answer these questions based on a combination of background knowledge and information from the text. They must use interpretive skills.
- **On Your Own** These questions draw directly on the students' background knowledge.

The QAR strategy has been used in the *Milestones Student Books* in the design of questions that students answer to understand the actual reading. However, it is also important for teachers to teach about these different levels of questions, so that students are thinking about ways to understand the text.

English Language Learners need direct instruction and practice with activities that incorporate varying text comprehension strategies in order to understand the text. There are many strategies designed to build and strengthen reading comprehension in the *Milestones Student Books* that align with the research discussed above. Students practice **reading with purpose** as they focus on meaning. They learn to **preview** before reading the actual text. They **visualize** by creating pictures of the text in their minds. Along the way, they enhance their understanding as they **ask questions**, **paraphrase**, **draw conclusions**, and **make predictions**. They learn how to **use text features**, **recognize story structure**, **sequence**, and **chronological order**. They learn how to find **facts and details**, **distinguish between fact and opinion**, **identify cause and effect**, and then **summarize**. Most importantly, they **connect to personal experiences** so they can internalize new knowledge.

The key to reading comprehension instruction is to use a variety of strategies with flexibility by allowing students to use the ones that work for them personally and that work with the specific text.

Practice Now that students have heard you model the strategy, they need to practice it. Have them form pairs and answer one of the reading strategy questions from the unit. One partner should think aloud to show the other how she reached her answer. Both students should try this orally. Circulate around the classroom and offer feedback as students work.

Extend Once students have been directly taught several different strategies to use when they do not understand the text, they can independently select one appropriate strategy for the reading selection to use when they encounter something difficult. Have the students explain to the class why they find this strategy to be especially effective for them.

Enhance There are many engaging ways to practice these comprehension strategies through additional activities/games:

Story mapping helps students identify the elements of a story. Sousa (2005) recommends using story maps with English Language Learners as a foundation for **retelling.** This helps scaffold for **summarizing.** Story maps can be in the form of pictures with labels. They can be flow charts connecting the events of the story. They can be in the shape of a folded square where each box depicts an element of story grammar (character, setting, events, ending).

References

Beck, I., and M. McKeown. "Conditions of Vocabulary Learning." Kamil, Mosenthal, Pearson, and Barr, eds., *Handbook of Reading Research*. Mahwah, NJ: Lawrence Erlbaum, 2000.

California Department of Education. *Strategic Teaching and Learning*. CDE Press: Sacramento, CA, 2000.

National Center for Literacy. *Put Reading First: The Research Building Blocks for Teaching Children to Read*, 2nd ed. Washington, DC: Office of Educational Research and Improvement (OERI), U.S. Department of Education, 2003.

National Reading Panel. *Report of the National Reading Panel: Teaching Children to Read*. Washington, DC: U.S. Department of Health and Human Services, 2000.

Sousa, D. *How the Brain Learns to Read*. Thousand Oaks, CA: Corwin Press, 2005.

Vygotsky, L. *Mind in Society*. Cambridge, MA: Harvard University Press, 1978.

Reading Fluency

OVERVIEW

Fluency is the ability to read a text accurately and quickly (National Reading Panel, 2000). Fluent readers read aloud effortlessly and with expression. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy (National Institute for Literacy, 2003). Halted pacing, frequent mistakes, poor phrasing, and incorrect intonation often derive from weak word recognition skill (Samuels, 1992). Fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers do not have to concentrate on decoding the words; they can focus their attention on what the text means. In this way, students can unglue themselves from print (Chall, 1983; Blevins, 2001). Without fluency, readers must attend to too many things at once, hindering their ability to think about what they are reading (Anderson, 1999; Shanahan and Beck, 2006). Students are considered fluent when they can read at a rapid rate (that is, when their words are paced correctly), automatically recognize words, and phrase correctly (that is, when they use appropriate pitch, stress, and grouping of words into meaningful units).

INSTRUCTIONAL ROUTINE FOR READING FLUENCY

Preteach Skim the text the students will be reading. Before you introduce it, select five to ten words that might cause difficulty. Write them on the board and use the students' phonetic knowledge to sound them out in advance. Then read chorally as a class three times (Blevins, 2001). Readings in *Milestones* have these words identified for you.

Teach

- Explain that fluency means reading at the correct pace (students' grade level norm), sounding natural (like a native English speaker), and using expression (e.g., having your voice rise and fall according to punctuation and meaning) while working to comprehend the text. Model fluent reading by reading aloud to students on a regular basis. The more students read silently or aloud, the more fluent they will become. Demonstrate correct intonation and phrasing for the students. First, read a passage without pausing. Then re-read the passage with phrases chunked together, using appropriate pauses. Point out that you do not sound like you are reading a list; you sound like you are reading something longer and connected. Model fluent reading while students follow along silently reading the same passage (Blevins, 2001).
- Provide direct instruction and feedback. Note which sound/spelling correspondences are difficult for students so you can refocus these to become automatic.

Apply Provide reader support and guide students as they practice their fluency skills. English Language Learners need systematic, scaffolded activities with lots of repeated oral reading to become fluent readers. *Milestones* provides students with daily oral reading fluency practice using the following techniques:

- **Choral Reading** is a method in which students read aloud in unison. Select a text and have students point to the words with their fingers. Read at a pace *slightly* faster than the students and encourage them to keep up. Remind students to keep their eyes on the book and follow along with their fingers.
- **CD Assisted Reading** is a technique in which students read orally or silently along with an audio CD. In this way, students can practice **reading aloud with expression and intonation** as they read with support using the teacher, their peers (Li and Nes, 2001), or the audio CD (Blum, Koskinen, Tennant, and Parker, 1995).
- **Readers Theatre** is a way for students to rehearse and perform a reading as a play. Students read orally from dialogue-rich scripts that have been created from texts. Rehearsals are an "excuse" to reread texts and practice fluency. Because dramatization also helps readers make connections between speech and actions, these scripts are especially helpful for English Language Learners (Optiz and Rasinski, 1998).
- **Repeated Reading** is a proven method for improving fluency. It has been shown to increase reading rate and accuracy and to transfer fluency gains to new texts. Students read while a partner times them. They receive feedback about word-recognition errors and the number of words read correctly. Students then practice independently or with a partner until they master the selection. Additionally, students are building their sight-word vocabulary (Blevins, 2001).
- **Reading Words in Chunks** involves students' ability to group words together in meaningful units using syntactically appropriate phrases. Proficient reading is characterized by students' word chunking or phrasing behavior while reading connected text (Rasinski, 2000).
- **Echo Reading** involves students in an active manner. The teacher reads a line or section of text and the students repeat it orally. Point out changes in stress, pitch, pauses, and how the text was chunked.
- **Looking for Signpost Words** teaches students to look for signpost words (key words to watch for, such as "first") that help them notice sequence. Teach students the key words and have them point them out when they encounter them.
- **Paired Reading** involves students working with partners and taking turns reading a text orally. They can trade off by line, paragraph, or page. The partners should tell each other whether the pace and expressions were appropriate. They can offer encouragement and suggestions for improvement and can ask each other questions about the text to check

English Language Learners with low levels of fluency must first work to develop automaticity. This includes the ability to accurately and quickly recognize many words as whole units rather than individual letters. Words have meaning; individual letters do not. Less memory is required for a meaningful word than a meaningless letter (Samuels, 2002). Phrasing involves reading with the right pitch, stress, and expression. To read with expression, readers must be able to divide the text into meaningful chunks, i.e., phrases and clauses (Rasinski, 2000).

Repeated reading is an important way to increase reading fluency. Students read and then reread words, phrases, and passages. Students who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy, as well as overall fluency (National Reading Panel, 2000). To a lesser but nonetheless considerable extent, repeated oral reading also improves reading comprehension.

comprehension.

- **Reading Poetry Aloud** helps students to focus on correct pacing of syllables as they read aloud, so that the rhythm and rhyme (if any are included) are phrased correctly. The poem should be read with expression and not forced into a sound that focuses on rhythm instead of meaning.
- **Using Pace and Expression to Read a Dialogue** is a method in which students work together to speak as though they were having an actual conversation. Model a fluent passage and tell them: *I am talking naturally. My . . . voice . . . is . . . not . . . going . . . too . . . slowly . . . is . . . it? Don't call words out. Let them flow smoothly like this!*
- **Punctuation and Type Cues** help students to attend to punctuation cues, so they can tell if someone is asking a question, making a statement, or exclaiming about something. For intonation practice, write a question mark (?), period (.), or exclamation point (!) on slips of paper. Then, write a phrase on the board, such as "Birds sing" (no punctuation). Have students choose slips of paper and read "Birds sing" with the correct intonation for the phrase (e.g., Birds sing? Birds sing. Birds sing!). Discuss the differences and impacts to comprehension (Blevins, 2001).

Practice Now that students have heard fluent models and had peer support, they need to work on fluency individually.

Extend As students become more fluent, they can track their reading rate through charts, recording the number of words they can read in one minute. List *Number of Words* on the left side of a sheet of paper and number it by tens from zero to 200. At the bottom of the graph (horizontally) write *Number of Trials*. Have students plot how many words they read correctly in one minute. Students can track their scores and see progress. These speed drills can help students increase their reading rate through both oral and silent reading. The goal is not speed reading, but increasing students' rate and comprehension.

Enhance Additional activities/games can be used to reinforce what students learned about fluency. These can be extensions or a way to reteach specific skills. For practice paraphrasing and learning how to read in meaningful chunks, students can connect to grammar. They can use major parts of sentences (i.e., subjects, predicates, prepositional phrases) to see what "goes" together. Students read pre-marked photocopied passages by underlining what goes together grammatically. For example, in the sentence "Many players are on the team," students can see the subject, predicate, and prepositional phrase (adapted from Blevins, 2001).

For closure, restate the main skill within fluency that you focused on in that day's reading.

References

Anderson, N. *Exploring Second Language Reading.* Boston: Heinle and Heinle Publishers, 1999.

Blevins, W. *Building Fluency: Lessons and Strategies for Reading Success.* New York: Scholastic Professional Books, 2001.

Blum, I. H., P. S. Koskinen, N. Tennant, and E. M. Parker. "Using Taped Audio Books to Extend Classroom Literacy Instruction into the Homes of Second-Language Learners." *Journal of Reading Behavior* 27 (1995): 535–563.

Chall, J. S. *Stages of Reading Development.* New York: McGraw-Hill, 1983.

Li, D., and S. Nes. "Using Paired Reading to Help ESL Students Become Fluent and Accurate Readers." *Reading Improvement* 38 (2001): 50–61.

National Reading Panel. *Report of the National Reading Panel: Teaching Children to Read.* Washington, DC: U.S. Department of Health and Human Services, 2000.

Optiz, M. F., and T. Rasinski. *Good-Bye Round Robin: Twenty-Five Effective Oral Reading Strategies.* Portsmouth, NH: Heinemann, 1998.

Rasinski, T. "Speed Does Matter in Reading." *The Reading Teacher* 54 (2000): 146–151.

Samuels, S. J. "Reading Fluency: Techniques for Making Decoding Automatic." Farstrup, A., and S. J. Samules, eds. *What Research Has to Say About Reading Instruction.* Newark, DE: International Reading Association, 1992. 124–144.

Samuels, S. J. "Reading Fluency: Its Development and Assessment." Farstrup, A., and S. J. Samules, eds. *What Research Has to Say About Reading Instruction.* 3rd ed. Newark, DE: International Reading Association, 2002. 166–183.

Shanahan, T., and I. Beck. "Effective Literacy for Teaching English Language Learners." 2006. August, D. and T. Shanahan. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2006.

Vocabulary

OVERVIEW

Vocabulary refers to the words we must know to communicate effectively (National Institute for Literacy, 2003). It is a critical element of reading instruction. "There are two types of vocabulary—oral and print. Oral vocabulary refers to words that we use in speaking or that we recognize in listening. Print vocabulary refers to words we recognize or use in print. A reader who encounters a strange word in print can decode the word to speech. If it is in the reader's oral vocabulary, the reader will be able to understand it. If the word is not in the reader's oral vocabulary, the reader will have to determine the meaning by other means, if possible. Consequently, the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text" (National Reading Panel, 2000).

English Language Learners have obvious limitations with vocabulary because they have not had the same opportunity as native speakers for oral exposure to English words before learning to read. Therefore, instruction that leads to deeper processing of word meanings, along with greater repetition and use of words in different formats, leads to higher proficiency (Shanahan and Beck, 2006). Reading and vocabulary study offer joint benefits. Wide reading increases vocabulary, and vocabulary knowledge increases reading comprehension. Readers should be familiar with key vocabulary to understand the text and its nuances. Linking vocabulary with reading is an excellent strategy because new words can be introduced in meaningful contexts. Furthermore, a variety of responses to reading provides many opportunities to work with those words (Burns, 2006). The National Reading Panel Report (2000) supports the idea that a large portion of vocabulary words should come from content learning material.

Academic Vocabulary

The bridge from English language literacy to content area literacy is academic language (National Clearinghouse for English Language Acquisition, 2007). No Child Left Behind calls for English language proficiency standards to be aligned with English language arts standards and academic content standards. The element connecting these standards is academic English. Students need these language skills to master academic material, including both written and oral language (Marzano, 2005). Academic vocabulary encompasses language used in the

INSTRUCTIONAL ROUTINE FOR VOCABULARY *(adapted from Marzano, 2005)*

Preteach Tell students they will be learning new vocabulary words.

- Determine what the student already knows about each term.
- Ask students to share what they already know as a means of monitoring misconceptions.
- Ask students to share what they already know to use this knowledge as a foundation for more learning.

Teach Directly teach and model the target vocabulary words by giving a description, explanation, or example of each new term. Students need explicit, contextualized information.

Utilize examples, explanations, and descriptions, but **not definitions**. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.

Apply Guide the students toward building vocabulary together. Have the students work in teams to give descriptions, explanations, or examples of the new term using their own words. Students should take turns offering these explanations orally to each other. Remind students not to copy what you said, but to use their own words. Monitor students to determine if any confusion exists.

- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in a Vocabulary Log.
- Have students draw pictures or symbols or locate graphics to represent the new term. (Students can use graphics from magazines or the Internet, too.)
- Ask students to share their work with the whole group.

Next, Marzano recommends that students "participate in activities that provide more knowledge of the words recorded in their *Vocabulary Log*." He notes: "Encourage students to identify prefixes, suffixes, antonyms, synonyms, and related words for the vocabulary term."

Practice Try the vocabulary in groups or pairs variation. Have the students discuss the words with other students using the "think-pair-share" strategy:

Think-Pair-Share Strategy:

1. THINK: Allow think time for students to review their own descriptions and images of the terms.
2. PAIR: Put students in pairs to discuss their descriptions, images, and any new information related to the terms.
3. SHARE: Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

The teacher should circulate around the room monitoring each group as students help each other identify and clarify confusion about new terms.

Enhance Building vocabulary requires repetition and practice. There are many engaging games that can be used at this level. Marzano (2005) recommends games as a means of reinforcement and practice.

- **Word Walls** are very useful for beginners because they provide a visual word bank of vocabulary words learned to date. They are often posted alphabetically, but could also be classified according to academic subject areas.
- **Wordo** is a game like Bingo in which students have cards with rows and columns. Within each square is a new word. As the teacher calls out the description of the word, students cover it with a circular marker

learning of academic subject matter including specific academic or technical terms (TESOL, 2008).

Words used during instruction, in exams, and in textbooks are not commonly perceived as words with which students would have difficulties. However, these words are very important to English Language Learners and need to be explained. Academic vocabulary is mostly developed through school-based readings and repeated exposure during content-based classroom activities (National Clearinghouse for English Language Acquisition, 2007).

The vocabulary involved is much more complex than the language structures and vocabulary of social conversations. It is the vocabulary needed to communicate effectively in content area classes and to comprehend various texts in different content area classes (American Educational Research Association, 2004). Preteaching important new words involves teachers being able to convey the meaning of the word as well as checking to see if students have grasped the meaning of the word (Kinsella, 2005). Teachers should give students visual cues that are both linguistic and non-linguistic. For example, writing the word on the board or placing it in front of the student on some sort of card or other means for seeing is important linguistically. A non-linguistic representation, such as an illustration, is beneficial because it will develop a strong mental model (Kinsella, 2005). Teachers need to pronounce the word, repeat the word, and give students several opportunities to repeat the word orally. Graphic organizers help communicate the meaning of difficult concepts and vocabulary.

Vocabulary building is crucial to success in reading. *Milestones* teaches several strategies students can use to determine the meanings of unknown words. In addition to direct teaching of key vocabulary from reading selections and academic vocabulary, *Milestones* teaches students to use **prefixes**, **suffixes**, **root words**, and **synonyms** and **antonyms**. Context clues are taught to help students understand **multiple-meaning words**. Marzano's (2005) effective six-step approach to teaching vocabulary involves direct instruction and guidance for both the teacher and student. Marzano notes the importance of practicing and reinforcing target vocabulary.

if they have it on their card. Students try to complete an entire row or column (horizontally, vertically, or diagonally) and then shout "Wordo!"

- **Zip-Cloze** (Blachowicz and Fisher, 2006) Put an excerpt of the selected reading on an overhead transparency and hide the new vocabulary terms with masking tape or sticky notes. Students use all the strategies they know to guess the missing words and write down the word they think it is. When a student guesses the correct word, the tape is quickly "zipped off" and students compare the word they wrote to the correct word. This steers students toward using context and syntax as additional clues for meaning.

Kinsella (2005) points out the importance of the following items in teaching vocabulary as well:

1. Pronounce the word (students should be able to see the target word on the board).
2. Ask students to repeat the word (in parts, then quickly).
3. Clarify the part of speech.
4. Provide an accessible synonym and/or a brief explanation.
5. Provide accessible examples: an image and "showing" sentences.
6. Rephrase the explanation, asking students to complete the statements by substituting aloud the new word.
7. Assess comprehension with a brief, focused question or task.
8. Provide a sentence starter to structure correct usage of the word.

References

American Educational Research Association (AREA). "English Language Learners: Boosting Academic Achievement." *Research Points*. 2 (1) (2004). January 16, 2008 <http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RP_Winter04.pdf>

August, D. and T. Shanahan. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2006.

Blachowicz, C. and P. Fisher. *Teaching Vocabulary in All Classrooms*. 3rd ed. Upper Saddle River, NJ: Pearson Education, 2006.

Burns, B. (2006) *How to Teach Balanced Reading and Writing*. Thousand Oaks, CA: Sage Publications, 2006.

Kinsella, K. *Teaching Academic Vocabulary*. Sonoma County Office of Education Publication, 2005. <http://www.scoe.org/aiming_high/docs/AH_kinsella2.pdf>

Marzano, R. and D. Pickering. *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: ASCD, 2005.

National Center for Literacy. *Put Reading First: The Research Building Blocks for Teaching Children to Read*. 2nd ed. Washington, DC: Office of Educational Research and Improvement (OERI). U.S. Department of Education, 2003.

National Clearinghouse for English Language Acquisition. *Immigration and America's Schools: Introduction to the Issues*. Washington, DC, 2007. <http://www.ncela.gwu.edu/resabout/literacy/>

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching Children to Read*. Washington, DC: U.S. Department of Health and Human Services, 2000.

Shanahan, T. and I. Beck. "Effective Literacy for Teaching English Language Learners" in August, D. and T. Shanahan. (2006) *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2006.

TESOL (Teachers of English to Speakers of Other Languages, Inc.). (n.d.) *ESL Standards for Pre-K–12 Students: Glossary*. February 3, 2008. <http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=317>

Grammar

OVERVIEW

Chomsky's (1959; 1980) research points out that there are basic principles shared by all languages, the so-called Universal Grammar. English Language Learners have access to Universal Grammar and have the ability to learn abstract and complex grammatical knowledge (Hulk, 1991). Krashen's (1982) research indicates that certain linguistic features are acquired before others. Krashen also emphasizes the importance of creating a secure, safe environment for language acquisition in the classroom, because anxiety, motivation, and self-confidence impact learning. English Language Learners need to focus on grammar to help them develop accuracy in their academic use of language; however, it must be made comprehensible through contextualization, the addition of visuals, and applicable opportunities for use. As students progress through the levels of language proficiency, they will make grammatical errors. The response of the teacher is crucial. If errors are left uncorrected, they may become fossilized, or permanent, in a student's linguistic system (Diaz-Rico and Weed, 1995). However, especially during the early stages of language learning, teachers should not correct every single word. Teachers should encourage the student to try to use the language (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002). Learners will become more confident with practice. Then, teachers can focus on specific errors that interfere with understanding or communication. Teachers can help students begin to self-correct by using the following strategies (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002):

- Help students identify the error. If you ask the student how old he is and he answers, "I have 13 years," say, "You **have** 13 years?" Your intonation indicates where the error occurred. Be polite and supportive when you restate the answer!
- Rephrase the question or statement for the student. "How old are you?"
- Repeat (or mirror) the correct usage. "Oh, you are 13 years old."
- Explain the difference between what you said and what the student said (see "Language Transfer and Interference" for specific items). "In Spanish, you indicate years of age by the verb 'have' but in English, we use the state-of-being verb, I am ___ years old."

INSTRUCTIONAL ROUTINE FOR GRAMMAR

(Modify this routine as necessary for your students.)

Preteach First, students must know something about the concept they are preparing to study. For example, if the topic is verb tense, you need to activate their background knowledge about time. Draw two arrows on the board (← →). Next to the left-pointing arrow, write "past." In the center, write "now," and next to the right-pointing arrow, write "future." Say, "Things happen at different points in time." Add little analog clocks showing an hour earlier under "past," the current time under "now," and a future time under "future."

Teach Next, teach the grammatical concept directly. Model and give an example. Talk out loud while you present the information. For example, say, "The present progressive tense is used when something is happening now" (point to "now" on your arrow diagram). Add the verb "be." Point to the grammar chart and remind the students of the sentence patterns: I am ___; He/She/It is ___; and You/We/They are ___. Now add a verb. Ask the class, "Are we eating right now or learning right now?" Write, "We are learning." Underline or color code the *-ing*. Say, "We add *-ing* to the verb if we are doing something right now. That's what present progressive means." Offer four examples: Using large print, write the verbs **draw, talk,** and **listen** on three separate sheets of paper. Write *-ing* using large print on a separate sheet of paper. Call four students to the front of the class. Have three students each hold one of the papers with a verb on it and have the class say the base verb (draw, talk, listen). Then give the fourth student the *-ing* sheet and connect it to the verb kinesthetically (like a puzzle piece). Say, "I am drawing. I am talking. I am listening." Next, using large print, write the word "write" on a big piece of paper. Call one student up to hold it. Call another student up and give her scissors. Have her cut off the silent *e*. Have a third student connect the *-ing* sheet. Say, "I am writing." Point out that the final verb "write" ends in silent *e*, so it must be dropped before adding *-ing*.

Apply Students should apply the grammar by working in pairs or small groups. Students should produce something that uses the grammar point (sentences, paragraph, dialogue, etc.). For example, the students could form small groups and make a list of verbs they know. They could write them on slips of paper and then make a separate sheet with *-ing* on it. They could add the *-ing* to each verb, going through the list orally (study, fly, eat, etc.). As the students work together, circulate around the room to see the examples of present progressive verbs. Make sure each group has used at least one verb that ends in silent *e*. Also, if they choose a verb that requires the doubling of the consonant (sit → sitting), teach them to do that. (This occurs with one-syllable verbs ending with a single consonant.)

- Provide a visual cue for the students to use. For example, you could hold up fingers for every word they say correctly and then leave a finger down on the one that is not correct, to help the student pinpoint the error.
- Create a list of frequent errors that the class is making (do not use names). Write sentences on the board and have students correct them.

Students also need analytic descriptions of grammatical patterns and rules in their writing. It is important not to rely solely on grammar drills and mechanical practice. Instead, provide students with ample opportunity for meaningful practice to yield long-term success. *Milestones* includes high-quality literature that provides progressive levels of syntax in the readings. Students have opportunities to write frequently and they receive feedback on both content and use of language. Students are taught elements of grammar that they encounter in the reading selections and that connect directly to the text they read. This provides an anchor for the student, instead of just practice with out-of-context examples. The vocabulary is incorporated into the grammar activities. Students learn to use grammatical conventions and terminology to help them communicate more effectively.

In the *Milestones Student Books,* students move beyond the beginning stages of learning English grammar. They build upon the simple nouns and verbs they know, and work with progressively more complex grammatical concepts as they move through the program. Students learn both regular and irregular verbs. They also learn to vary sentence structure with pronouns, conjunctions, and clauses. Students learn different types of sentences. Students apply the grammar points in their **listening and speaking activities**, as well as their **writing activities**. *Milestones Student Books* include focused **grammar sections** in which students practice the grammar skills directly in exercises. These exercises build upon what students have learned. For example, when students write a descriptive paragraph using the present progressive tense, they are responsible for the correct spelling of noun plurals, which were learned previously. It is a cumulative process. There are many things teachers can structure within the lesson to enhance the students' mastery of grammar.

Practice Students should work in pairs, groups, or independently to practice what they learned. Ideally, students should use something they just produced in the previous step. For example, students could use their lists to create complete sentences in written form using the verb "be." "I am eating. He is sleeping. They are writing." One excellent feature of *Milestones* is that the grammar practice incorporates topics and vocabulary from the reading. Students can use this before they try to generate their own language. This is a good example of the scaffolding that helps students be successful in writing their own samples.

Extend Now students must work independently to use what they have learned. They can share answers from the activity or student edition practice, or you can add a new activity that allows students to extend their knowledge of the grammar point. For example, students could orally share one of the sentences they wrote. As each student shares, the teacher can add the verb and sentence pattern to a grammar chart drawn on the board. Repetition is key!

Enhance There are many activities that incorporate **universal access** to enhance the students' knowledge using methods that incorporate the visual or kinesthetic. Students can play **verb charades.** Have each student write five base verbs on a slip of paper and fold them. Divide the slips of paper equally and place them in two containers. Divide the class into two teams. Select one student from each team to be an actor. The student pulls the verb out and has to act it out for the group (e.g., coughing; the student would make the motions for coughing. Sounds are allowed as long as the actual word is not used). As students guess the verb, they must add *-ing* to it, in order to receive full credit. Have a scorekeeper keep a list and award one point for each verb guessed and stated correctly in 90 seconds. The team with the most points wins for the day.

References

Chomsky, N. Review of B. F. Skinner, "Verbal Behavior." *Language*. 35 (1959), 26–58.

Chomsky, N. *Rules and Representations*. New York: Columbia University, 1980.

Diaz-Rico, L. T., and K. Z. Weed. *The Crosscultural Language and Academic Development Handbook: A Complete K–12 Reference Guide*. Massachusetts: Allyn and Bacon, 1995.

Hulk, A. "Parameter Setting and the Acquisition of Word Order in L2 French." *Second Language Research*. 7 (1) (1991), 1–34.

Krashen, S. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982.

Phonemic Awareness and Phonics

OVERVIEW

Phonemic Awareness

Phonemic awareness is the "ability to notice, think about, and work with the individual sounds in spoken words" (National Institute for Literacy, 2003). The research predicts that it will be easier for students who have developed phonemic awareness to learn to read and spell than those who have few or none of these skills, which include isolating, identifying, categorizing, blending, and segmenting sounds within words (National Institute for Literacy, 2003). Students begin with the spoken sounds of language first. This is what distinguishes phonemic awareness from phonics instruction.

In order to learn to read and write an alphabetic language such as English, a learner must first understand that spoken words are composed of phonemes (smaller sound units). However, research reveals that many learners do not automatically perceive segmented, separate sound units (National Reading Panel, 2000). This is especially true of English Language Learners who have limited exposure to standard English speech. Awareness of the separate phonemes that make up a word is critical for matching those sounds with letters in order to decode (sound out) a word.

Phonics

Phonics instruction teaches students the relationships between the graphemes (letters) and the individual phonemes (sounds). Decoding words depends on mastering sound-symbol correspondence. Students must learn to use the alphabetic principle, which says that there are predictable relationships between written letters and spoken sounds. Key research findings indicate that systematic and explicit phonics instruction makes better readers (National Reading Panel, 2000).

Systematic and explicit phonics instruction is most effective when introduced early (National Reading Panel, 2000). Manipulation of sounds can begin with preliterate students as young as four years of age; however, the ability to transpose, delete, or add phonemes to syllables is a skill that continues through high school (Adams, 1991). It helps students learn to identify words and, increases their ability to comprehend what they read. When students are able to decode meaning from print by reading words accurately and automatically, they can focus more on understanding what they read. Effective literacy programs provide students ample opportunity to apply their developing knowledge of phonics in words, sentences, and contextualized examples.

INSTRUCTIONAL ROUTINE FOR PHONEMIC AWARENESS AND PHONICS

(Modify this routine as necessary for your students.)

Preteach Focus the students on the sounds and letters within the words being studied. Stretch out the sounds slowly. For example, in the word *pacify*, stretch each sound /p/ /a/ /s/ /i/ /f/ /y/. Then do it by syllable /pa/ /si/ / fy/. Write the word on the board and have the class repeat the sounds with you as you point to the letters.

Teach Teach students that these sounds together carry meaning. Say, "The root word here (point to the letters *paci*) means *peace*. Now, when we add letters to the end that have their own meaning, we're adding a suffix." Tell students, "The suffix *-fy* is Latin for *make* or *do*. When we put the root and the suffix together and say *pacify*, we are making a word that means to '*make peaceful*.' When we add suffixes, we can change the whole meaning of a word. We can also affect grammar. For example, the suffix *-or* or *-er* means *one who does*. If we have the root word *narrate*, we have a verb meaning *to tell*. When we add the suffix *-or* to that word, we get *narrator*. This word is now a noun, not a verb. It means '*a person who tells about something.*'"

Apply Next, have the students help you stretch out the sounds of additional words (from the text) that you have written on the board. Add suffixes and prefixes to the root words (e.g., *teach* (verb) → *teach***er** → means *one who teaches* (now a noun).

Practice Have the students work in pairs and use the vocabulary from the text to orally practice stretching the sounds. Have students identify the meaning and part of speech.

Extend Students need to try sounding out the words on their own, and recording them on their paper. Students should write out each word (spelled correctly).

References

Adams, M. J. *Beginning to Read: Thinking and Learning About Print*. 4th ed. Cambridge, MA: MIT Press, 1991.

National Center for Literacy. *Put Reading First: The Research Building Blocks for Teaching Children to Read*. 2nd ed. Washington, DC: Office of Educational Research and Improvement (OERI). U.S. Department of Education, 2003.

National Reading Panel. *Report of the National Reading Panel: Teaching Children to Read*. Washington, DC: U.S. Department of Health and Human Services, 2000.

Spelling

OVERVIEW

Spelling is an intricate system that includes alphabet knowledge, sound-symbol relationships, visual memory, knowledge of patterns, and rules (Burns, 2006). Students need direct instruction in word analysis to help them analyze speech sounds and their spelling. Spelling instruction supports students as they advance from being emergent to proficient readers (Pinnel and Fountas, 1998). Students progress through several stages as they learn to spell (Gentry and Gillet, 1993).

The **precommunicative** stage involves students with little or no formal schooling. Students in this stage are just beginning to recognize that meaning is conveyed by written words using a standard set of characters. Students will draw, scribble, mix upper and lowercase letters, and use pictures to represent their ideas.

The **semiphonic** stage involves an understanding of the alphabetic principle (the idea that there is correspondence between letters and sounds). Phonemic awareness activities are important at this stage so that students can hear the sounds. The National Reading Panel (2000) reported that students who receive instruction in the blending of sounds (putting them together) and segmenting sounds (pulling them apart) make significant spelling gains. Students at this stage often represent only a portion of the sounds they hear in a word. Vowels are often absent.

The **phonetic** stage involves students sounding out words. Students may spell a word exactly as it sounds. For example, the word *stopped* might be written as *stopt* because the students do not yet know the three *-ed* ending sounds or the rules for doubling consonants.

The **transitional** stage involves more detail. Students stop relying solely on sounding out words. Vowels are present in every syllable. Students now use vowel teams (digraphs or diphthongs). Sometimes all the letters in a word are correctly represented, but are out of sequence. They might write *gril* instead of *girl*.

The **conventional** stage involves the students' ability to combine several strategies. By now, students have mastered several patterns and have learned about derivations. They must learn about homophones, contractions, and words with irregular spellings.

Students need to be taught to move beyond "sounding it out" by using visual information, root words, prefixes, suffixes, and analogies to known words (Burns, 2006).

INSTRUCTIONAL ROUTINE FOR SPELLING

Preteach Present the spelling words as categorized in *Milestones*. Show the class the word list in isolation and in contextualized sentences. For example, demonstrate the short /**a**/ in the word *backpack*. You can say, "I have a school map in my *backpack*."

Teach Directly point out and focus on the specific spelling pattern being taught. For example, if vowel digraphs are being taught, using a rhyme, such as "When two vowels go walking, the first one does the talking," will provide students with a memory tool. You can also color-code the grapheme *sail*. Say every word aloud, and pronounce it slowly. Have the class repeat the words. (Also see Marzano's suggestions in the *vocabulary* section for ensuring that students understand and can use the word versus just memorizing the spelling.) Have them copy the word list on their own papers.

Apply Ask students to look at each word and say it to themselves. Tell students to close their eyes and try to visualize the word as they spell it to themselves. Students can open their eyes to see whether they were correct. Next, students should cover the word, write it, and then check again to see whether they were correct (Murphy, 1997).

Practice Students can now practice these words in pairs, repeating the steps listed above with a partner, and checking to see if they are correct. Each pair should discuss the "tricks" they use to help themselves remember the spelling.

Extend Prepare multisensory centers that will allow students to use techniques that are visual, auditory, kinesthetic, and tactile (VAKT). The VAKT approach has been proven to show an increase in correct spelling (Murphy, 1997). Students say, write, check, and trace a word, and then write it from memory.

Enhance There are many **activities** that support spelling at each level.

- **Tap it Out** Students write their spelling words in boxes (one box per letter) and use a clasped hand to gently tap on each letter as they say each sound, such as /c/l/a/p/. Next, they swipe the whole word with their fist in one smooth motion. Instead of going letter by letter and sound by sound, they blend each one together and restate the word as a whole, in this case "clap."
- **Enhanced Visual and Tactile Strategies** Students can trace their spelling words using glitter pens or gel pens. Once the words dry, have them trace the letters with their fingers as they say them aloud to activate both the visual and tactile techniques mentioned above (VAKT). Students can also use the computer to spell their words using different fonts and effects, such as shadowing, outlining, embossing, or engraving. They can change the font colors to help them practice visualizing the words.

References

Burns, B. *How to Teach Balanced Reading and Writing*. 2d ed. California: Corwin Press, 2006.

Gentry, J. R., and J. W. Gillet. *Teaching Kids to Spell*, Portsmouth, NH: Heineman, 1993.

Murphy, N. "A Multisensory vs. Conventional Approach to Teaching Spelling." ERIC Document Reproduction Service, No. ED 405 564, 1997.

Report of the National Reading Panel: Teaching Children to Read. National Reading Panel. Washington, DC: U.S. Department of Health and Human Services, 2000.

Pinnel, G. S., and I. C. Fountas. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heineman, 1998.

Writing

OVERVIEW

Writing is an active, personal process that facilitates the making of meaning. The writing process allows students to articulate their thoughts. High levels of oral language development are not necessary for students acquiring English to successfully communicate their ideas and experiences in writing (Hudelson, 1989; Taylor, 1990). As students begin to master English syntax and semantics, they can still express their thoughts effectively (Urzúa, 1987). Writing is a developmental process that teachers need to ensure is accessible to all students regardless of proficiency (Samway, 2000).

Learners vary in their abilities and levels. Some are more fluent speakers while others are more proficient writers. Therefore, an approach that addresses the need of each learner is most appropriate. Writing Workshop is a model that has been used successfully since the mid-1980s (Graves, 1983; Atwell, 1987; Calkins, 1994; Harwayne, 2001). It incorporates a process approach to writing that involves five stages: prewriting, drafting, revising, editing, and publishing (Graves, 1983).

- **Prewriting** is the stage in which students plan their writing. This can be done in groups through brainstorming (orally focusing on ways to approach the topic and thinking about what to include). Students can plan using webs, outlines, key words, phrases, or at the earliest stages, by drawing or talking (Burns, 2006). The *Milestones* Teacher Resource CD-ROM provides many graphic organizers to help the students plan their writing.
- **Drafting** is the stage in which students take what they have planned and begin writing a rough draft. Students do not need to include everything that was in the prewriting plan. They should choose only the items that relate to each other and the topic. Encourage the students to write without stopping to correct errors. Make sure the students have enough content to progress. If content is lacking, they can go back to the prewriting stage to generate more detail (Lipkewich, 2001). *Milestones* includes student models so English Language Learners can see the expectations.
- **Revising** is the stage in which students add information, extra details or unrelated items, replace words with stronger or clearer vocabulary, and rearrange the writing into a logical, organized order (Lipkewich, 2001). *Milestones* contains detailed, scaffolded steps for students to follow during revision.
- **Editing** is the stage in which students go back to the revised draft and edit for spelling, mechanics,

INSTRUCTIONAL ROUTINE FOR WRITING

(Modify this routine as necessary for your students.)

Preteach Introduce the writing objective by finding out what students know about the topic. For example, if they are to write a descriptive paragraph about a favorite place, you can think aloud about what *favorite* means. Say, "I like cold weather and fresh air, but I prefer sunshine. Sunny weather is my *favorite*!"

Teach Use the material in *Milestones* to lead the students through the steps in planning their writing. Model how to add descriptive words. For example, say, "Which sentence paints a better picture? *I like the park* or *I like the park with the tall, green trees and a soccer field.*"

Apply Have students look at the sample piece of writing entitled "Student Model" together in groups. As you go over the student model together, use it to point out the important elements you are teaching. For example, in this case you would focus on paragraph indentation, and the descriptive words that offer details about the main idea of the paragraph. Have students offer additional examples of the elements you have been teaching as you lead them through the sample.

Practice Next, have students draft their piece of writing. Have them work with a peer to review it for the required items (use the checklist to make sure they have everything they need). Be sure to circulate during this time or call students up one at a time to have a conference with you about the writing.

Extend Students should then go back and edit and revise the piece independently, based on the feedback of the peers and teacher.

Enhance Try including **differentiated instruction/ universal access** to differentiate the learning. For example, if the focus is on the paragraph, students could cut out the paragraph in its entirety to make sure it has an indented shape. On the other hand, if the focus is on

punctuation, grammar, and paragraphing (Burns, 2006). *Milestones* contains detailed, scaffolded steps for students to follow as they edit their writing. Encourage students to use color as they proofread. According to Armstrong (1999), the use of color can be an effective tool. For example, students can use red to check for correct punctuation (coloring in the marks already in place and adding missing punctuation). They can use green to identify capital letters (tracing the capital letters already in place, then adding or crossing them out as needed). They can use a highlighter to highlight the words they think might be misspelled (this will help during teacher or peer conferences). They can use blue to rewrite sentences correctly (incorporating standard grammar and conventions).

- **Publishing** is the stage in which students polish the final draft and share it with a wider audience in some manner (Burns, 2006). Students can share their work with classmates, peers in other classes, students in other grades, school publications, their families, or community members. *Milestones* contains a variety of ways for students to share their writing.

In addition to the five stages in writing, *Milestones* also incorporates six general traits in the piece of writing that align with the stages in the writing process. These include a focus on **ideas**, **organization**, **voice**, **word choice**, **sentence fluency**, and **conventions**. **Ideas** address the main content of the piece. Students learn how to make the message focused and clear. **Organization** addresses the internal structure of a piece of writing. It involves a strong beginning, logical transitions, and a sense of closure at the end. **Voice** involves the writer coming through in a personal way. The phrases, words, and insights presented by the writer have a distinctive flavor that belongs to that person specifically. **Word choice** involves moving beyond functional language into precise vocabulary that paints a picture. Students can choose vivid, inventive language, or they can draw on everyday words, using them in a way that flows. **Sentence fluency** involves the rhythm and flow of the language when the piece is read aloud. Sentences that vary in length and style help the writing to flow easily. **Conventions** address the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation (adapted from Northwest Regional Educational Laboratory, 2001).

sentence fluency (getting the paragraph to sound good when read aloud), students could cut out each sentence to examine its length. This activity will help students see differences in sentence length.

References

Armstrong, T. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Plume, Penguin Putnam, Inc., 1999.

Atwell, N. *In the Middle: Writing, Reading and Learning with Adolescents*. Portsmouth, NH: Boynton/Cook, 1987. (Available from Heinemann)

Burns, B. *How to Teach Balanced Reading and Writing*. Thousand Oaks, CA: Sage Publications, 2006.

Calkins, L. M. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1986.

Graves, D. *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann, 1983.

Harwayne, S. *Lifetime Guarantees: Toward Ambitious Literacy Teaching*. Portsmouth, NH: Heinemann, 2001.

Hudelson, S. *Write On: Children Writing in ESL*. Englewood Cliffs, NJ: Center for Applied Linguistics/Prentice Hall Regents, 1989.

Lipkewich, A. E. *The ABC's of the Writing Process*. Edmonton, Canada: Canada's SchoolNet Grassroots Program. Edmonton Public Schools, 2001. Retrieved January 22, 2008. <http://www.angelfire.com/wi/writingprocess/>

6 + 1 Trait Writing. Northwest Regional Educational Laboratory, 2001. <http://www.thetraits.org/>

Samway, K. D. "The Writing Processes of Non-Native English Speaking Children in the Elementary Grades." *Enhancing English Language Learning in Elementary Classrooms*. Baltimore, MD: Center for Applied Linguistics, 2000.

Taylor, D. "Writing and Reading Literature in a Second Language." *Workshop 2: Beyond the Basal*. N. Atwell, ed., Portsmouth, NH: Heinemann, 1990.

Urzúa, C. "'You Stopped Too Soon': Second Language Children Composing and Revising." *TESOL Quarterly*, 21 (2) (1987), 279–304.

Differentiated Instruction

OVERVIEW

Today's classrooms comprise a wide spectrum of learners who vary in many different ways. In addition to differing language levels and cultural backgrounds, English Language Learners have a broad range of abilities. Some students struggle to learn while others exceed grade level expectations. In order to meet the needs of a diverse student population, teachers can differentiate their instruction. Simply put, differentiated instruction/universal access consists of the efforts teachers make to respond to the individual and differing needs of the learners in their classroom. When teachers reach out to students and vary their teaching in order to create the best learning experience possible, they are differentiating instruction (Tomlinson, 1999). Students need multiple options for taking in information and making sense of ideas.

As teachers focus on educational standards and the key concepts within those standards, they can take creative paths to reach a common goal—the success of their students. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process (Hall, 2002). The guiding principles of differentiation are based on years of educational theory and research. For example, differentiated instruction/universal access aligns with the work of Vygotsky (1986). His Zone of Proximal Development (ZPD) shows that students need to be taught at a level that is slightly beyond their current level of mastery. This "zone" is where learning takes place. In addition, classroom research by Fisher et al. (1980) strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about eighty percent accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980, in Tomlinson and Allen, 2000). Differentiation is also important for students who function at more advanced levels. A research study (Shore et al., 1991) found that a combination of acceleration and enrichment (where students study topics in more depth or complexity) results in improved achievement for gifted students.

Regardless of the level of the student, there are several techniques that can foster and enhance learning. Tomlinson (1999) recommends four elements to incorporate within classroom differentiation, "(1) **content**—what the student needs to learn or how the student will get access to the information; (2) **process**—activities in which the student engages in order to master the content; (3) **products**—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) **learning environment**—the way the classroom works and feels."

Milestones incorporates these elements. For **content**, students are matched to a level where they can succeed

INSTRUCTIONAL ROUTINE FOR DIFFERENTIATED INSTRUCTION

Preteach Introduce the concept and vocabulary in advance in an engaging manner. The key is to capture the students' attention. Turn off some light so the atmosphere feels different. Gather additional props, visuals, and tactile materials that relate to the theme and set them out on the students' desks or tables. You could even dress up as one of the characters from the reading or put on a costume that represents the theme.

Teach As you directly teach the concept and vocabulary, find ways to vary the presentation of information. For example, if you are comparing and contrasting an idea, use a graphic organizer. Or, use two different colors when you write on the board to emphasize the difference and help students keep track visually. You can also incorporate the kinesthetic by asking students to write on note cards or slips of paper that can be rearranged and organized according to the task.

Practice Once you have completed the direct instruction, students can work in groups. Flexible grouping is a key component of differentiating instruction. Students should work with several different peers over time. Let students work with peers who are functioning at a similar level, and at other times, mix the groups according to ability. Students can also be grouped according to interests or learning styles. When appropriate, students should be allowed to select their own group members (Tomlinson, 1999).

Apply Continue to allow the students to work on the assignments. However, here is where you will need to vary pace, depth, and complexity based on language and ability level. For example, if you were exploring the theme at the beginning of the chapter, some students could point to pictures and repeat what you say. Others could draw a picture and label it with new vocabulary. And others could write multiple sentences about the theme.

Extend Once the students have been taught the concept and vocabulary and have had scaffolding and group support, they need to work independently to show that they have mastered the skill. There are many ways to

and gain new skills in literacy. In addition, concepts and ideas are presented through both auditory and visual means. Also, the *Milestones Teacher's Edition* offers grouping patterns that include pairs and small groups. The embedded assessment components guide teachers in the reteaching of ideas or skills for struggling learners, or help to extend the skills of advanced learners.

Milestones addresses differentiation in the learning **process**, as well. The *Teacher's Edition* includes multi-level activities to help English Language Learners who are working above or below the task at hand, based on their language proficiency level. The varying levels offer scaffolded support, as well as challenges. Teachers can incorporate visuals, manipulative materials, technology, and other hands-on supports for students who need them. Tomlinson (1999) also recommends that teachers vary the length of time a student may take to complete a task (to help struggling learners or to encourage an advanced learner to pursue a topic in greater depth). After a theme in *Milestones* has been studied, there are multiple choices for additional projects students can do to explore the topic further.

Milestones differentiates the actual **products** that students submit as assignments. Students have the opportunity to practice, apply, and extend their learning in several ways. For example, students might role-play a talk show with characters being "interviewed" or create character maps to draw inferences about the characters' traits. One of the challenges of differentiation is to brainstorm creative activities that will engage a variety of students. *Milestones* gives teachers a clear starting point for differentiating instruction with an array of creative and engaging activities.

The **learning environment** discussed by Tomlinson (1999) also includes the curriculum itself. The reading selections in *Milestones* reflect a variety of cultures and home settings. The activities encourage home and community connections, too. As teachers implement differentiation, it will be important for families and students to recognize that some learners need to move around to learn, while others do better sitting quietly. This may differ from cultural norms the students have been exposed to in previous schooling. Therefore, the classroom itself needs designated areas where students work together or independently (see the section on Classroom Management).

Ultimately, the goal is to ensure respectful activities for all students that will lead to growth and achievement. Therefore, when putting differentiation into practice, teachers can follow a general instructional routine as it will be individualized and tailored according to the level, theme, and task.

let students show what they have learned. *Milestones* includes a variety of assignments for students to submit, but these can be adapted further. For example, during the Writing Workshop, if the assignment is to write a persuasive essay, the student could place the final copy on a poster designed to look like a newspaper editorial. Encourage students to add their own creative flavor, as long as your requirements are met.

Enhance Differentiated instruction/universal access is about finding ways to make an assignment more visual, kinesthetic, musical, natural, introspective, collaborative, logical, or verbal. This is the joy of teaching. There are many ways to do this. When you allow students to incorporate their own creativity, they will own the assignment in a way that creates a bridge to their understanding.

References

Hall, T. *Differentiated Instruction*. Wakefield, MA: National Center on Accessing the General Curriculum, 2002. Retrieved January 21, 2008. <http:/www.cast.org/publications/ncac/ncac_diffinstruc.html>

Shore, B. M., et al. *Recommended Practices in Gifted Education: A Critical Analysis*. New York: Teachers College Press, 1991.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ED 429 944, 1999.

Tomlinson, C. A., and S. D. Allan. *Leadership for Differentiating Schools and Classrooms*. Alexandria, VA: ASCD, 2000.

Vygotsky, L. *Thought and Language*. Cambridge, MA: MIT Press, 1986.

Assessment

Assessment That Informs Instruction

Milestones has a wealth of assessment support designed to ensure that students are on track to achieve skills and standards mastery. These support materials are categorized into three types of assessment: **Entry-Level, Progress Monitoring,** and **Summative.** The table below describes these types of assessment and shows how they are embedded in the *Milestones* program.

Entry-Level Assessment

- Helps educators **place students** in the appropriate level of instruction.
- Provides **diagnostic information** to guide teacher's instructional focus on students' strengths and weaknesses.

Feature	Function	Where to find it
Placement Test	• Places students in appropriate level of *Milestones*.	★ *Assessment Book*
Needs Assessment/ Diagnostic Test	• **Evaluates** the extent to which your students know the planned content of *Milestones*. • **Assesses** student **needs** for **instructional support** in that level.	★ *Assessment Book*

Progress Monitoring Assessment

- Helps educators **evaluate** their students' **progress** and helps establish a plan for intervention.

Checkpoints	• Informally **assess** and **monitor** students' vocabulary, reading strategies, and grammar at the end of every page of instruction.	★ *Student Book*
Reading Checks	• Informally **assess** and **monitor** reading comprehension.	★ *Student Book*
Progress Checks	• Serve to help students **self-assess** and **monitor** skills by providing further practice for each chapter. • *Pages to Review* refer students back to the instruction page where each Progress Check item is taught.	★ *Student Book*
Progress Reports	• Generate individual or full classroom standards skills mastery reports.	★ *MilestonesTracker*
Chapter Quizzes	• **Assess** understanding of content in each chapter. • Gauge learning so teachers can **adjust instruction** as necessary. • Allow teachers to provide **Differentiated Instruction** to ensure proficiency mastery related to standards.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM* ★ *MilestonesTracker*
Reading Assessment Practice	• Provides students with **standardized test practice** in every chapter to refine skills, such as reading comprehension and higher order thinking skills.	★ *Student Book*
Writing Assessment Practice	• **Writing on Demand** helps students practice writing to prompts in a timed form as found in standardized tests.	★ *Student Book*
Reading Strategies List	• Supports teachers in devising strategies to help students become **proficient readers**. Teachers can then monitor student progress toward proficiency.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Student Checklists and Resources	• Include **Peer Editing, Active Listening, Spelling and Word Study, Test-Taking Tips,** and additional items that allow students to self-assess and teachers to monitor student progress.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Teacher Rubrics	• Assist teachers in monitoring reading, writing, and oral presentations.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Oral Reading Fluency Assessment	• Provides teachers with guidance in monitoring students' progress toward long-term fluency goals.	★ *Assessment Book*

Portfolio Assessment	• Students select what should go into their portfolios by using an *Activity Rating and Reflection* guide. • Teachers can also utilize students' portfolios to monitor performance.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Summative Assessment • Serves as a tool to provide **feedback** to students on their **performance**. • Assists in **evaluating** the **effectiveness** of the program's **curriculum** and **instructional strategies** for your particular students.		
Unit Tests	• Assess understanding of content in each unit.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM* ★ *MilestonesTracker*
Milestones to Achievement	• Found at the end of every unit, providing students with more assessment practice to further cement skills learned and to familiarize them with the format of state assessments.	★ *Student Book*
Mid-Book Exam	• **Assesses cumulative understanding** across units.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM* ★ *MilestonesTracker*
End-of-Book Exam	• **Assesses** students' **mastery** of standards-based skills and strategies in *Milestones*.	★ *Assessment Book* ★ *Teacher's Resource* CD-ROM ★ *MilestonesTracker*

Research Citations

Arter, J. and J. McTighe. *Scoring Rubrics in the Classroom.* Thousand Oaks, CA: Corwin Press, 2000.

Brown-Chidsey, R. and M. W. Steege. *Response to Intervention: Principles and Strategies for Effective Practices.* New York: Guilford Press, 2005.

Coombe, C., K. Folse, and N. Hubley. *A Practical Guide to Assessing English Language Learners.* Ann Arbor, MI: University of Michigan, 2007.

Echevarria, J., M. E. Vogt, and D. J. Short. *Making Content Comprehensible for English Learners: The SIOP Model.* 3rd ed., Boston, MA: Allyn and Bacon, 2007.

Fuchs, L. S. and D. Fuchs. "Can Diagnostic Assessment Information Enhance General Educators' Instructional Planning and Student Achievement?" *Prevention and Intervention for Reading Disabilities.* New York: York Press, 2004.

Fuchs, L. S. and D. Fuchs. "What Is Scientifically-Based Research on Progress Monitoring?" Washington, DC: National Center on Student Progress Monitoring, 2003.

Garcia, G. E., G. McKoon, and D. August. "Synthesis: Language and Literacy Assessment." *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Lawrence Erlbaum Associates, 2006.

Genesee, F. and J. A. Upshur. *Classroom-Based Evaluation in Second Language Education.* Cambridge, UK: Cambridge University Press, 1996.

Gottlieb, M. *Assessing English Language Learners.* Thousand Oaks, CA: Corwin Press, 2006.

Herman, J. H. and B. Gibbons. "Lessons Learned in Using Data to Support School Inquiry and Continuous Improvement." *Final Report to the Stuart Foundation.* Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Testing, 2006.

McKay, P. "Research into the Assessment of School-age Language Learners." *Annual Review of Applied Linguistics,* 25: (2005) 243–263.

Pena, E., A. Iglesias, and C. Lidz. "Reducing Test Bias Through Dynamic Assessment of Children's Word Learning Ability." *American Journal of Speech-Language Proficiency,* 10 (5) (2001):138–154.

Rhodes, R. L., S. H. Ochoa, and S. O. Ortiz. *Assessing Culturally and Linguistically Diverse Students.* New York: Guilford Press, 2005.

Shepard, L. A. *The Role of Classroom Assessment in Teaching and Learning.* Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing, 2000.

Stecker, P. M., L. S. Fuchs, and D. Fuchs. "Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research." *Psychology in the Schools,* 42(8):795, 2005.

Stevens, R., F. A. Butler, and M. Castellon-Wellington. *Academic Language and Content Assessment: Measuring Progress of English Language Learners.* Los Angeles: University of California, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, 2000.

Wiggins, G. and J. McTighe. *Understanding by Design.* (expanded 2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

Listening and Speaking

OVERVIEW

Students sometimes think of listening as a passive activity. However, research suggests that listening is an interactive, dynamic, and interpretive process in which the listener engages in the active construction of meaning. Speaking also requires the student to be active. Oral communication involves the negotiation of meaning between two or more people (O'Malley and Valdez-Pierce, 1996). Listening and speaking are interdependent processes, and need to be taught and assessed in an integrated manner (Murphy, 1991).

To help students understand that listening is an active skill that they can develop, encourage them to remain focused during listening activities. Instruct students to listen for the main idea, using known vocabulary and context to determine meanings. Reassure students that they might not understand every word of what they hear.

Milestones has many opportunities for students to practice their skills using authentic listening and speaking activities appropriate to their level of proficiency. These range from greetings and introductions to role-playing characters, all of which promote comprehension. An important element in *Milestones* within the listening and speaking activities are the phrases for conversation. These are sentence starters that help English Language Learners with technical language, allowing them to begin to state their response aloud after listening to a peer or teacher. In order for students to become proficient, they must build their receptive language skills as well as their productive language skills. Therefore, speaking strategies must also be introduced and modeled by the teacher.

INSTRUCTIONAL ROUTINE FOR LISTENING AND SPEAKING

Preteach Present the context the students will be using to practice the listening and speaking activity. Add props to help create an authentic atmosphere that will prompt ideas. For example, if a role-play is involved, you can pull up chairs for the actors, and give students hats to wear so they feel like characters.

Teach Explain exactly what the students are to do for the activity. Use the steps *Milestones* provides to lead students through the actions. For example, if students are to tell a story based on a particular prompt, they can first put their ideas down on note cards. They can use these to help guide them as they talk. *Milestones* also provides tips for the listener. These include things such as asking questions, telling a partner what they liked about the story, and offering a few suggestions. The teacher should point to the "phrases for conversation" and model a few sentences using these sentence starters.

Apply Have the students work in groups on the assigned listening and speaking activity. Students can practice asking clarifying questions. For example, they might focus on what they could say if they need someone to repeat something. This might be, "Pardon? Excuse me? Would you please repeat that?"

Practice Have students work in pairs on the listening and speaking activity. For example, they can practice how to get a turn in a conversation. They might say, "Could I please say something? May I ask a question? I have something to say. I have a question."

Extend Have the students work independently to practice the listening and speaking activity. For example, each student could come up with phrases to say when someone is speaking too quickly or when they don't understand a vocabulary word. Interaction is necessary, so encourage students to try these phrases in their community (e.g., a grocery store, a library, etc.).

Enhance Have students use paraphrasing aloud to reinforce their understanding of what they heard. Students should repeat the story in their own words. Students can retell stories, mentioning story grammar (character, setting, problem, events, ending). Students can play listening and speaking games such as **20 Questions,** where one player thinks of a word and the other players ask 20 yes/no questions.

References

Chamot, A. U., and J. M. O'Malley. *The Calla Handbook*. Reading, MA: Addison-Wesley, 1994.

Murphy, S. "The Code, Connectionism, and Basals." *Language Arts*, 68 (3) (1991): 199–205.

O'Malley, J., and L. Valdez-Pierce. *Authentic Assessment for English Language Learners*. Reading, MA: Addison Wesley Publishing Co., 1996.

Technology in the Classroom

OVERVIEW

Computers and multimedia can be powerful tools for enriching student learning. The use of technology in teaching Language Arts has been a frequent focus of educational research in recent years. Bialo & Kachala (1996) reviewed 176 educational studies focusing on the effectiveness of technology in schools. They state, "Recent studies in this area indicate that using technology can enhance students' language development as well as their achievement in reading, writing, and spelling."

Also, the use of technology in education has been found to have positive effects on student attitudes toward learning and on student self-concepts. Students felt more successful in school, were more motivated to learn, and had increased self-confidence and self-esteem when using instruction that integrated computers. This was particularly true when the technology allowed learners to control their own learning (Bialo and Kachala, 1996). In addition, teachers need to be able to use the technology. Properly prepared teachers can take advantage of the unique features of technology to teach content in ways they otherwise could not (Garofalo, Drier, Harper, Timmerman, and Shockey, 2000).

Bourgeois (2008) recommends some useful tips for teachers using computers in the classroom:

1. Write directions for computer activities on index cards or poster board and laminate them. Place index cards at each workstation and hang the posters in the computer area of the classroom.
2. Begin with lessons that students can complete in one session. Give all students a chance to have success with simple computer assignments before taking on a long-term project.
3. Before assigning an activity, try completing the assignment yourself. This tests whether the activity can be completed in the time allotted, and whether your directions are clear.
4. Agree on a signal that students can use if they need help while working on a task. They can place an object on top of the computer or use a hand signal.

Milestones integrates technology with audio recordings, media workshops, and a CD-ROM for interactive expansion of skills (students can choose to do this online), as well as the *MilestonesTracker* online assessment and remediation tool, which includes testing, reteaching, and practice.

INSTRUCTIONAL ROUTINE FOR TECHNOLOGY IN THE CLASSROOM

(Adapt as needed for students' language level.)

Preteach Define the task at hand. Introduce vocabulary students will need to know. This includes computer terminology (verbs such as *click*, *scroll*, etc.).

Teach Model strategies to find information. Draw a web on the board that connects to smaller webs. Say, "These are networks." Explain that the Internet is a worldwide, publicly accessible series of interconnected computer networks that transmit data (information) to each other. The Internet is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks. The Internet carries information and services, such as electronic mail, online chat, files, Web pages, and other resources. It is called the World Wide Web and that is why you type in *www* as part of an address when you are looking for something (Rehmeyer, 2007).

Apply Assign small groups to gather information. Have each group look up the official government Web site for their state. Point out that the Web site will end with **.gov** for government.

Practice Have students work in pairs to synthesize the information and create the assigned project, such as a poster listing five facts they learned using the government Web site. With training, students could create PowerPoint slides.

Extend Have students independently evaluate the process and the product they created. They should ask themselves, "How did I find this information? How will I use it? How well did I do?"

Enhance Teach students about domains. Ask students to look carefully at the Web address. What kind of domain is it? The most common domains are:

.com–commercial organizations
.org—usually nonprofit organizations, but not always
.edu—ed'ucational institutions
.gov—government
.net—organizations involved in Internet services
.int—international organizations

Domains may provide an indication of the sponsor. Is it a government site, school resource, museum, commercial, or private Web project? Have students try to determine who published the page (an individual or an agency). See if students can find a name attached to the page. Have students look at the core page for the entire Web site (everything between the http:// and the first /) to see who sponsored the site (Johnson and Lamb, 2007).

References

Bialo, E. R., and J. Sivin-Kachala. "The Effectiveness of Technology in Schools: A Summary of Recent Research." *School Library Media Research Journal*. Volume 25, Number 1, Fall 1996. Chicago, IL: American Association of School Librarians.

Bourgeois, M. "Managing Your Classroom Computer Center." January 24, 2008 <http://content.scholastic.com/browse/article.jsp?id=6752> Scholastic, Inc., 2008.

Garofalo, J., H. Drier, S. Harper, M. A. Timmerman, and T. Shockey. "Promoting Appropriate Uses of Technology in Mathematics Teacher Preparation." *Contemporary Issues in Technology and Teacher Education*. *1* (1) (2000), 66-88.

Johnson, L., and A. Lamb. "Evaluating Internet Resources." *Teacher Tap: Professional Development Resources for Educators and Librarians*. 2007. February 3, 2008 <http://eduscapes.com/tap/topic32.htm>

Rehmeyer, Julie J. "Mapping a Medusa: The Internet Spreads its Tentacles." *Science News*. 171 (June 23, 2007) 387–388 <http://www.sciencenews.org/articles/20070623/fob2.asp>

Servon, Lisa. *Bridging the Digital Divide: Technology, Community, and Public Policy*. Malden, MA: Blackwell, 2002.

Language Transfer and Interference

OVERVIEW

It is important for teachers to recognize that English Language Learners bring an important skill to the literacy process. Students already have knowledge of phonemes (sounds), morphemes (units of meaning), syntax (word order and sentence structure), and semantics (meanings of the words) in their home language. This knowledge is innate, even if English Language Learners are not fully literate in their home language. It is helpful when teachers recognize that students will naturally try to use the sounds and grammatical structures of the language they already know. Transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. When teachers appreciate the difficulties that arise because they understand that the cause is language transfer, they can offer support to the students. In fact, the grammatical and phonetic comparisons can be beneficial (Swan and Smith, 2001). These systems can be examined to see where transfer and interference occur.

Phonology There are some sounds and sound combinations in English that are not heard or differentiated by non-native speakers. They are difficult to pronounce. Also, English does not have one-to-one correspondence of sound to spelling. This causes students to feel unsure of the correct English pronunciation; so they transfer knowledge of their home language's phonetic rules to English. This can pose a comprehension problem (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002). Every language has an acceptable phonemic sequence (which letters can go in a particular order). For example, in Spanish the cluster /**sp**/ can go in the middle of a word like *español*, but never at the beginning of a word. This explains why many Spanish speakers say *estudent* instead of *student*.

Teaching Strategies There are ways to help students with difficult pronunciations. For example, the most challenging consonant clusters for the largest number of English Language Learners include two- and three-consonant clusters at the end of words followed by a vowel in the next word like /**nd**/ as in "He **cleaned up** his desk." Prator and Robinette (1985) suggest two ways of addressing this. Students could move the last consonant sound to the first sound of the next word. They would say, "He **clean dup** his desk." The other technique is to omit a consonant sound. Many English speakers do this more often than they realize. An example is the /**p**/ in *raspberry*. Many people say "razberry." The charts on the following pages show instances where transfer or interference could occur, and will help you understand the source of some student errors.

Morphology A morpheme (smallest unit of meaning) can be attached to a word (bound) or be free. For example, the suffix *-ed* (for past tense) cannot stand alone; instead, we say *talked* or *jumped*. Other languages have rules for morphemes, too. For example, in Mandarin Chinese, the past tense morpheme /**le**/ does not have to be attached: *Ta haek cha le* means "He drank tea." /**le**/ can be separated from the verb *haek* (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002).

Teaching Strategy Write English words on a strip of paper and cut them up according to morphemes. For example, the word *review* has two morphemes. Break them apart to show the meaning of each (re = to do again; view = see); then attach the prefix *re-* onto other words to show it could never stand alone (rewind, revisit, etc.).

Syntax Word order and the structure of sentences can also pose challenges. Every language has set grammatical structures. For example, in English, adjectives precede the noun they describe. In Spanish, the opposite is true. *El libro pequeño* translates literally as *the book small*.

Teaching Strategy Have students write a sentence on a strip of paper and then cut out each word separately. For example, use the sentence "I found a coin yesterday." Show students that they can move the adverb *yesterday* to the beginning of the sentence, but that no other words can move since English follows the word order of subject-verb-object.

For other grammatical structures, students and teachers can use the charts on the following pages to record and compare differences. For example, if a speaker of Haitian Creole omitted a state-of-being verb in a written sentence, as in "I sick," the teacher could go beyond just correcting the student's error by explaining that in English the verb "am" is needed (*I am sick*), but that in Haitian Creole it is not. The student can record this in two columns in a notebook, as examples occur.

The following pages examine language transfer and interference for Cambodian, Chinese, Haitian Creole, Hmong, Spanish, and Vietnamese.

References

Ariza, E., C. Morales-Jones, N. Yahya, and H. Zainuddin. *Why TESOL? Theories and Issues in Teaching English as a Second Language with a K–12 Focus*. Florida Atlantic University: Kendall Hunt Publishing Company, 2002.

Prator, C. H. and B. W. Robinette. *Manual of American English Pronunciation*. New York: Holt, Rinehart, and Winston, 1985.

Swan, M. and B. Smith. *Learner English: A Teacher's Guide to Interference and Other Problems*. New York: Cambridge University Press, 2001.

Cambodian

English Structure	Language Transfer Issue	Example of Transfer Error	Cambodian Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
	No change of form for comparative adjectives	He is tall than me. *He is taller than me.*	Adjectives don't change form for this purpose
	Avoidance of *-er* and *-est*	The most funny joke. *The funniest joke.*	Comparatives and superlatives formed with a separate word
	Difficulty with *-ed* and *-ing* forms	The class was interested. *The class was interesting.*	No active and passive meanings for corresponding adjective forms
Adverbs	Use of adjectives in place of adverbs	Speak quiet. *Speak quietly.*	No suffixes for adverb forms; adjectives used after verbs
Articles	Overuse or omission of articles	She is lawyer. *She is a lawyer.*	Article use differs from English
Infinitives & Gerunds	Use of present tense verbs instead of gerund and infinitive forms	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object; a character forms possessive
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
Verbs	Use of present tense for all tenses; no subject-verb agreement; no inflection to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omission of *to be*	You tall girl. *You are a tall girl.*	When *be* is implied it is omitted
	Use of present perfect in place of past perfect	Yesterday I have gone there. *Yesterday I went there.*	A past marker (e.g., yesterday) indicates a completed action
Questions	Repeat verb to answer yes/no questions	Do you speak English? Speak. For negative: No speak. *Do you speak English? Yes.*	Affirmative repeats the verb; negative response repeats the verb with equivalent of *no*
	Omission of *do* or *did* in questions	What you have? *What do you have?*	word for *do/did* in questions
	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions

Adapted from Raimes, Ann. *Keys for Writers,* 3rd ed. "Language Transfer: Tip Sheets for Ten Languages." Houghton Mifflin Company. 2005.

Chinese

English Structure	Language Transfer Issue	Example of Transfer Error	Chinese Language Structure
Adjectives	Difficulty differentiating noun and adjective forms	Everyone wants free. *Everyone wants freedom.*	Some nouns and adjectives share the same form
	Difficulty with *-ed* and *-ing* forms	The class was interested. *The class was interesting.*	No active and passive meanings for corresponding adjective forms
Adverbs	Placement of adverbs before verbs	You hard work. *You work hard.*	Adverbs and adverbial phrases can precede verb
Articles	Omission of indefinite articles	I saw movie. *I saw a movie.* She is teacher. *She is a teacher.*	No indefinite articles; none used before a profession
Infinitives & Gerunds	Difficulty differentiating gerund and infinitive forms	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Names written last name first, no comma	Chan [last] Homan [first] *Chan, Homan* or *Homan Chan*	Family names precede first names
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Omission of subject pronoun	Is cold. *It is cold.*	Subject pronoun can be omitted when subject is understood
	Difficulty with singular pronouns	Marie? No, he is not here. *Marie? No, she is not here.*	No gender difference in third person singular pronouns
	Confusion with possessive pronouns	I like she house. *I like her house.*	Character used between noun and pronoun to form possessive
	Omission of pronouns in clauses	If not have a car, I can't go. *If I don't have a car, I can't go.*	Sentence beginning with subordinate clause can omit subject
Verbs	Use of present tense for all tenses; no subject-verb agreement; no inflection to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omission of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Confusion with transitive and intransitive verbs	Oscar is married with Linda. *Oscar is married to Linda.*	Verbs that do and do not take a direct object differ from English
	Consistent placement of subject before verb	He is hungry and so I is. *He is hungry and so am I.*	Subject and verb order rarely changes
Questions	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions
	Repeat verb to answer yes/no questions	Do you speak English? Speak. For negative: No speak. *Do you speak English? Yes.*	Affirmative repeats the verb; negative response repeats the verb with *no* or *not*
	Awkward question formation	She is (is not) teacher? *Is (isn't) she a teacher?*	Verb can be followed by its negative to form a question
	Question words placed at the end of question	Tell me she said what? *What did she say?*	Question words can be placed in the position of the answer

Haitian Creole

English Structure	Language Transfer Issue	Example of Transfer Error	Haitian Creole Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
Adverbs	Use of adjectives in place of adverbs	Speak quiet. *Speak quietly.*	No suffixes for adverb forms; adjectives used after verbs
Articles	Omission or overuse of articles	I like the games. *I like games.*	Article use differs from English
	Inconsistent use of indefinite article with a profession	She is lawyer. *She is a lawyer.*	Indefinite article is usually omitted; it's optional if *to be* is used
	One used in place of indefinite article	I saw one movie. *I saw a movie.*	No indefinite articles
Infinitives & Gerunds	Use of present tense verbs instead of gerund and infinitive forms	I enjoy play tennis. *I enjoy playing tennis.*	Speakers tend to favor present tense over gerund or infinitive
Nouns	Use of an addition word rather than *s* for plurals	He has three sister. *He has three sisters.*	Plural marker placed after noun; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Difficulty with singular pronouns	Marie? No, he is not here. *Marie? No, she is not here.*	No gender difference in third person singular pronouns
	Confusion with possessive pronouns	That dog is me. *That is my dog.*	Possessive pronoun follows noun
Verbs	Use of present tense for all tenses; no subject-verb agreement	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Avoidance of passive voice	Sell books here. *Books are sold here.*	No passive voice
	No tense change within a sentence	When I'm tired, I sleep. *When I'm tired, I will sleep.*	Verb tense does not change in an sentence
	Reliance on present tense	I do it later. *I will do it later.*	Present tense can be used in place of future and present perfect tenses
	Omission of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Inconsistent subject-verb agreement	Pierre have three daughters. *Pierre has three daughters.*	Verb is not inflected to show person or number
	Consistent placement of subject before verb	He is hungry and so I is. *He is hungry and so am I.*	Subject and verb order rarely changes
Questions	Omission of *do* or *did* in questions	What you have? *What do you have?*	No word for *do/did* in questions
	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions
Negatives	Overuse of double negatives	I don't have none. *I don't have any.*	Double negatives used frequently

Hmong

English Structure	Language Transfer Issue	Example of Transfer Error	Hmong Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives follow the nouns they modify
	No change of form for comparative adjectives	The most funny joke *The funniest joke*	Comparatives and superlatives formed with a separate word
Adverbs	Extra adjective or verb used in place of an adverb or verb	I run run fast. *I run fast.* Speak quiet. *Speak quietly.*	Adverbs are not used; adjectives used after verbs
Articles	Overuse or omission of articles	Do you like the dogs? *Do you like dogs?*	Article use differs from English; definite article can be omitted
	One used in place of indefinite article	I saw one movie. *I saw a movie.*	No indefinite articles
Infinitives	*For* used in infinitive phrases	He left for go to school. *He left to go to school.*	A prepositional form is used for the infinitive that translates as *for*
Gerunds	Difficulty using the gerund form	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object; a character forms possessive
	Names written last name first, no comma	Chan [last] Homan [first] *Chan, Homan* or *Homan Chan*	Family names precede first names
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Subject pronoun is omitted	Is cold. *It is cold.*	Subject pronoun can be omitted when subject is understood
	Difficulty with some gendered pronouns	Call Kim and ask it for help. *Call Kim and ask her for help.*	No gender difference in third-person singular pronouns
	Confusion with possessive pronouns	I like she house. *I like her house.*	Character used between noun and pronoun to form possessive
	Difficulty distinguishing between various pronouns	The bag is I. *The bag is mine.* It is I dog. *It is my dog.*	No distinction between simple, compound, subject, object, and reflexive pronouns
	Redundant use of pronouns	My sister, she lives in Hanoi. *My sister lives in Hanoi.*	States noun and uses pronoun in description
Verbs	Use of present tense for all tenses; no subject-verb agreement; no inflection to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omisison of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Placement of two main verbs in the same clause without conjunctions	I went to the ATM took out cash. *I went to the ATM and took out cash.*	Has serial verbs, which can be connected without conjunctions
Questions	Repeat verb to answer yes/no questions	Do you speak English? Speak. For negative: No speak. *Do you speak English? Yes.*	Affirmative repeats the verb; negative response repeats the verb with *no* or *not*
	Question phrase placed at end of declarative sentence	The pizza is good, yes? *Is the pizza good?*	Can form questions by adding a phrase to a declarative sentence

Spanish

English Structure	Language Transfer Issue	Example of Transfer Error	Spanish Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
	Adjectives made plural	She has beautifuls children. *She has beautiful children.*	Adjectives show number and gender
	Avoidance of *-er* and *-est*	The most funny joke. *The funniest joke.*	Comparatives and superlatives formed with a separate word
	Difficulty with *-ed* and *-ing* forms	The class was interested. *The class was interesting.*	No active and passive meanings for corresponding adjective forms
Articles	Omission and overuse of articles	Jason likes the birds. *Jason likes birds.*	Articles use differs from English; definite articles are often omitted
	Definite article placed before profession	The Doctor Sanchez is kind. *Doctor Sanchez is kind.*	Definite article can be used with a profession
	Definite article used for parts of the body	My father hurt the back. *My father hurt his back.*	Definite articles used for parts of the body
Infinitives	*For* used in infinitive phrases	He left for go to school. *He left to go to school.*	A prepositional form used that translates as *for*
Gerunds	Difficulty applying the gerund form	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Omission of *-s* to form plural	He has three sister. *He has three sisters.*	No plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	Some count, noncount nouns differ from English
	Possessive nouns formed with *of* phrase	This is the bag of Marisa. *This is Marisa's bag.*	Possessive nouns formed with *of* phrase
	Addition of *-es* to make plural words ending in consonants and *y*	bookes *books* dayes *days*	*-es* is added to nouns ending in consonants and *y* to form plural
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Omission of subject pronoun	Is cold. *It is cold.*	Subject pronoun omitted when subject is understood
	Problems with gendered pronoun reference	The car is fast. He is new. *The car is fast. It is new.*	Nouns have gender
	Difficulty differentiating between human and nonhuman relative pronouns	The man which lives next door. *The man who lives next door.*	No distinction between human and nonhuman relative pronouns
	Omission of the pronoun *one*	Elena likes the red. *Elena likes the red one.*	Adjective is used instead of noun
Verbs	Reliance on present tense	I do it later. *I will do it later.*	Present tense used in place of future and present perfect tenses
	Confusion of present and simple past forms of regular verbs	He give it to me to keep. *He gave it to me to keep.*	Tense affects end of word only
	Past continuous used for recurring action in the past	As a child I was playing a lot. *As a child I played a lot.*	Past continuous used instead of *used to* or simple past in English
	Have used instead of *be* to describe state of being	I have thirst. *I am thirsty.*	*Have* expresses states of being
Questions	Omission of *do* or *did* in questions	What you have? *What do you have?*	No word for *do/did* in questions
	Omission and overuse of auxiliary verbs in questions	What they found? *What did they find?* Who did find it? *Who found it?*	No auxiliaries used in questions
Negatives	Overuse of double negatives	I don't have none. *I don't have any.*	Double negatives used frequently

Vietnamese

English Structure	Language Transfer Issue	Example of Transfer Error	Vietnamese Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
	No change of form for comparative adjectives	The most funny joke *The funniest joke*	Comparatives and superlatives formed with a separate word
Adverbs	An extra adjective or verb used in place of an adverb or verb	I run run fast. *I run fast.* Speak quiet. *Speak quietly.*	Adverbs are not used; adjectives are used after verbs
Articles	Inconsistent use of indefinite article with a profession	She is lawyer. *She is a lawyer.*	Indefinite article omitted before a profession
	One used in place of indefinite article	I saw one movie. *I saw a movie.*	No indefinite articles
Gerunds	Difficulty applying the gerund and infinitive form	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object; a character forms possessive
	Names written last name first, no comma	Chan [last] Homan [first] *Chan, Homan* or *Homan Chan*	Family names precede first names
	Titles, Mr., Ms., etc., used with first name	Mr. Homan Chan likes to sail. *Mr. Homan owns a boat.*	First name is preferred when repeating a person's name
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Subject pronoun is omitted	Is cold. *It is cold.*	Subject pronoun can be omitted when subject is understood
	Omission of possessive pronouns; extra words used to form possessive pronouns; confusion with possessive and personal pronouns	She hurt leg. *She hurt her leg.* I like she car. *I like her car.* It's the pen of her. *It's her pen.* That is dog I. *That is my dog.*	Possessive pronouns are: omitted when relationship is clear; formed by a separate character; indistinct from personal pronouns
	Difficulty with singular pronouns	Marie? No, he is not here. *Marie? No, she is not here.*	No gender difference in third person singular pronouns
	Absence of object pronouns	It's sweet, so he likes. *It's sweet, so he likes it.*	Direct objects can be omitted
	Redundant use of pronouns	My sister, she lives in Hanoi. *My sister lives in Hanoi.*	States noun and uses pronoun in description
	Repetition of noun instead of using pronoun	I like fish, I eat fish every day. *I like fish, I eat it every day.*	Repetition of nouns is common
Verbs	Use of present tense for all tenses; no subject-verb agreement; no change to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omission of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Punctuation and conjunctions omitted between some verbs	I wash dry the dishes. *I wash and dry the dishes.*	Some verbs can be used without punctuation or conjunctions
Questions	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions
	Awkward question formation	She is (is not) teacher? *Is (Isn't) she a teacher?*	Verb can be followed by its negative to form a question
Commands	Use of *go* at the end of a command	Fix my car, go! *Fix my car!*	*go* used for emphasis at the end of a sentence

Sound-Symbol (Phonology) Transfer and Interference

The symbol ✔ pinpoints sounds that are difficult to produce or perceive for speakers of the following languages.

Consonants	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
/b/ as in bell		✔		✔		
/k/ as in car and king				✔		
/d/ as in day		✔				
/g/ as in go	✔	✔		✔		
/h/ as in hat			✔			
/j/ as in joke		✔		✔	✔	✔
/p/ as in pen				✔		
/r/ as in red		✔	✔	✔	✔	
/s/ as in sun				✔		
/t/ as in teach				✔		✔
/v/ as in vain	✔	✔			✔	
/w/ as in wall	✔			✔	✔	
/z/ as in zebra	✔	✔		✔	✔	
/kw/ as in quick				✔		
/ks/ as in x-ray		✔		✔		

Short Vowels	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
Short *a* as in bat		✔			✔	✔
Short *e* as in let		✔	✔	✔	✔	
Short *i* as in sit		✔	✔	✔	✔	✔
Short *o* as in cot				✔	✔	
Short *u* as in nut		✔	✔	✔	✔	

Long Vowels	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
Long *a* as in late		✔		✔		
Long *e* as in me		✔				
Long *i* as in rice		✔				
Long *o* as in old		✔		✔		
Long *u* as in blue		✔				

Vowel Patterns	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
oo as in look	✔		✔	✔	✔	✔
aw as in law					✔	

Diphthongs	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
oy as in toy				✔		
ow as in now					✔	

Sound-Symbol (Phonology) Transfer and Interference

(continued)

r-controlled Vowels	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
ir as in bird	✔	✔	✔	✔	✔	✔
ar as in card	✔	✔	✔	✔	✔	✔
or as in torn	✔	✔	✔	✔	✔	✔
air as in fair	✔	✔	✔	✔	✔	✔
ear as in fear	✔	✔	✔	✔	✔	✔

Consonant Digraphs	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
sh as in shoe	✔	✔			✔	✔
ch as in chair				✔		✔
th as in thin	✔	✔	✔	✔	✔	✔
ng as in ring			✔	✔	✔	

Consonant Blends	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
bl, tr, dr, and others blue, try, dry		✔		✔		✔
ld, nt, rt, and others bald, ant, art	✔	✔		✔		✔

Sound-Symbol (Phonics) Transfer and Interference

This chart pinpoints sound-symbol transfer issues for the following four languages that use the Roman alphabet. The symbol ✔ identifies symbols that do not represent a corresponding sound to English in the writing system of the primary language.

Consonants	Haitian Creole	Hmong	Spanish	Vietnamese
b as in bet		✔		
c as in cut as in cell	✔	✔ ✔		✔ ✔
d as in dog				
f as in fun				
g as in goal as in giant		✔ ✔	✔	
h as in hat			✔	
j as in joke		✔	✔	✔
k as in kite		✔		
l as in light				
m as in moon				
n as in noon				
p as in pen				
qu as in quick	✔	✔	✔	
r as in red		✔	✔	
s as in son		✔		
t as in teach		✔		
v as in vain			✔	
w as in wall		✔		✔
x as in x-ray	✔	✔		✔
y as in yes				
z as in zebra		✔	✔	✔

Sound-Symbol (Phonics) Transfer and Interference
(continued)

Consonant Digraphs	Haitian Creole	Hmong	Spanish	Vietnamese
ch as in chair	✔			
sh as in shoe			✔	
th as in thin			✔	

Vowels	Haitian Creole	Hmong	Spanish	Vietnamese
a as in cat		✔	✔	
a as in late	✔		✔	✔
ai as in rain	✔	✔	✔	✔
ay as in say	✔	✔	✔	
au as in auto	✔	✔	✔	✔
aw as in law	✔	✔	✔	✔
e as in let	✔	✔	✔	
ee as in feed	✔	✔	✔	✔
ea as in sea	✔	✔	✔	✔
ew as in new	✔	✔	✔	✔
i as in hit	✔	✔	✔	
i as in ice	✔	✔	✔	✔
o as in pot	✔	✔	✔	
o as in hope	✔	✔	✔	✔
oo as in noon	✔	✔	✔	✔
oo as in hook	✔	✔	✔	
oa as in float	✔	✔	✔	✔
ow as in low	✔	✔	✔	✔
ow as in now	✔	✔	✔	✔
ou as in round	✔	✔	✔	✔
oi as in oil	✔	✔		
oy as in toy	✔	✔		✔
u as in up	✔	✔	✔	✔
u as in tune			✔	✔
ui as in suit	✔	✔	✔	✔
ue as in true	✔	✔	✔	✔
y as in cry	✔	✔	✔	✔
ar as in car	✔	✔		
er as in fern	✔	✔	✔	
ir as in bird	✔	✔	✔	
or as in corn		✔	✔	
ur as in turn		✔	✔	

Word Study

English and Spanish have some fundamental linguistic characteristics in common, such as using prefixes and suffixes that can change word meaning and part of speech. The following chart pinpoints some prefixes and suffixes that serve similar functions in both languages. The example words used below have similar meaning but are not necessarily cognates.

Prefixes

Prefix	English Prefix Example	Spanish Prefix or Word
not	dis- disagreeable in- inoffensive non- nonreturnable un- unfair	des- desagradable in- inofensivo no no retornable in- injusto
again	re- review	re- revista
before	pre- preview	pre- preestreno

Suffixes

Function	English Suffix	Spanish Suffix or Word
Makes verb into adjective	-able acceptable	-able aceptable
Means "with" Makes noun into adjective form	-ful careful	-oso/a cuidadoso/a
Makes verb into a noun	-ion decision -tion presentation -ment	-ion decision -cion presentacion
Means "without" Makes noun into adjective form	-less bottomless	sin sin fondo *sin = without* *fondo = bottom*
Makes adjective into an adverb	-ly finally	-mente finalmente
Makes adjective into a noun	-ness happiness	-idad felicidad

English-Spanish Cognates and False Cognates

OVERVIEW

Cognates are words that "look alike" or "sound alike" from one language to another. There are about 4,000 cognates among the most frequently used words in Spanish and English. The number increases with technical terms. Sixty percent of English words have Greek or Latin roots (Moats, 2001). Teachers should encourage English Language Learners to guess at words using the skills they already have within this knowledge base. In situations where many of the English Language Learners in a classroom are native Spanish speakers, a teacher who has familiarity with the Spanish language will have an easier time making connections for these students. Teachers can write out and say the English word and the native language cognate, having students repeat the words. Then, students can discuss how the words are alike and different, and discuss the meanings of both words (Kinsella, 2005).

Identifying cognates is an effective strategy because it bridges languages at the level of vocabulary. This awareness helps increase vocabulary and reading comprehension. It builds on prior knowledge, increases efficiency of vocabulary teaching, and connects to academic vocabulary (Kinsella, 2005).

False cognates are word pairs that look like they might mean the same thing but do not. For example, "exito," which means "success" in Spanish, and the English word "exit," which means "a place to depart," are false cognates. To make efficient use of teaching vocabulary, it makes sense to tap students' existing knowledge by using cognates to increase their English vocabulary base. Nevertheless, students must also be aware of false cognates.

INSTRUCTIONAL ROUTINE FOR COGNATES

Teach First, explain what cognates are. Say the words, *family* and *familia*. Stretch out each sound orally, and note how similar they sound. Point out that they mean the same thing. Next, write each word on the board (*family* and *familia*). Bold the letters **f-a-m-i-l** to highlight that they not only sound alike, but also have similar spellings.

Apply Now, make two columns on the board separated by a line in the center. Lead the students through three more examples (sound and spelling), such as *alphabet* and *alfabeto; study* and *estudiar;* and *different* and *diferente*. Next, make another set of columns (on a separate area of the board) and show some false cognates. Say, "Be careful. Some words that seem the same are false." Write *large = grande,* not *largo* (= long). Show the difference with gestures, too. Write *parents = padres,* not *parientes* (= relatives), and *noticed = notó,* not *noticia* (= news). Next, students can brainstorm more examples as a group. Record them in the columns on the board.

Practice Have students continue the list on their own sheets of paper using their background knowledge.

Extend Have students skim through their *Milestones* book to find examples. If they have trouble, look at the list of cognates and false cognates in the *Teacher's Edition* to point out examples to them.

Enhance Have students share their examples with their families.

References

Kinsella, K. *Teaching Academic Vocabulary*. Sonoma County Office of Education Publication, 2005. <http://www.scoe.org/aiming_high/docs/AH_kinsella2.pdf>

Moats, Louisa. "A Blueprint for Professional Development for Teachers of Reading and Writing: Knowledge, Skills, and Learning Activities." Presentation at Symposium on the National Reading Panel Report and Teacher Presentation. Los Angeles, CA, October 27, 2001.

English-Spanish Cognates

From the Reading Selections

UNIT 1:
Together as One

Chapter 1, Reading 1
Half and Half, *page 9*

accept	aceptar
automatically	automáticamente
categories	categorías
center	centro
class	clase
coffee	café
complete	completo
dragon	dragón
education	educación
expanded	expandido
expression	expresión
family	familia
habit	hábito
honest	honesto
illustrations	ilustraciones
image	imagen
immediately	inmediatamente
interrupt	interrumpir
math	matemáticas
mathematician	matemático
number	número
park	parque
percentages	porcentajes
possible	posible
problem	problema
racially	racialmente
remodeled	remodelado
report	reporter; informar
satisfied	satisfecho
secret	secreto
series	serie
suffering	sufriendo
tea	té
theorem	teorema
university	universidad

False cognates: ancient= *antiguo,* not *anciano* (elderly), confidence = *confianza,* not *confidencia* (secret), discuss = *hablar,* not *discutir* (argue), large = *grande,* not *largo* (long),sensitive = *sensible,* not *sensitivo* (sensory)

Chapter 1, Reading 2
The Monarch Migration, *page 20*

adapt	adaptamos
air	aire
climate	clima
coast	costa
effect	efecto
entire	entero
impossible	imposible
insects	insectos
millions	millones
monarch	monarca
mountains	montañas
nectar	néctar
originate	se originaron
paralyze	paraliza
result	resultado
serious	serio
situation	situación
sweater	suéter
temperatures	temperaturas
tropics	trópico

Chapter 2, Reading 1
Cells and Organisms, *page 37*

animal	animal
bacteria	bacterium
chromosomes	cromosomas
common	común
contain	contienen
control	controla
copy	copia
cytoplasm	citoplasma
different	diferente
divide	dividen
division	división
flowers	flores
form	forman
gases	gases
germs	gérmenes
groups	grupos
information	información
membrane	membrana
move	mover
multicellular	multicelular
nucleus	núcleo
organ	órgano
organisms	organismos
part	parte
plant	planta
proteins	proteínas
respiratory	respiratorio
separates	separa
skeleton	esqueleto
system	sistema
trachea	tráquea
vacuole	vacuola

Chapter 2, Reading 2
We Are All One, *page 48*

desperate	desesperado
dissolve	disuelva
distance	distancia
doctor	doctor
frustration	frustración
herb	hierba
immediately	inmediatamente
insect	insecto
instructions	instrucciones
larvae	larvas
magical	mágico
rest	resto
temple	templo

False cognates: noticed = *notó, vio,* not *noticia* (news) realized= *se dio cuenta,* not *realizó* (carried out)

UNIT 2: Relationships

Chapter 1, Reading 1
The Diary of Anne Frank, *page 77*

author	autora
annex	anexo
battle	batalla
color	color
committee	comité
concentration camps	campos de concentración
cruelty	crueldad
decides	decide
diary	diario
different	diferente
documents	documentos
family	familia
history	historia
imagine	imagina
ingenious	ingenioso
mythology	mitología
note	nota
occupied	ocupado
peculiar	peculiar
persuades	persuade
piano	piano

Cognates *(continued)*

ping pong	ping pong
police	policía
prepares	prepara
probably	probablemente
radio	radio
refuge	refugio
secret	secreto
soldier	soldado
suspicious	sospechoso
terribly	terriblemente
tranquility	tranquilidad
typical	típico
visited	visité

False cognate: notice = *aviso*, not *noticia* (news)

Chapter 1, Reading 2
The Golden Rectangle, *page 88*

approximately	aproximadamente
architecture	architectura
art	arte
artists	artistas
basic	básico
career	carerra
colors	colores
combinations	combinaciones
connected	conectado
considered	considerado
different	diferente
dimensions	dimensiones
effect	efecto
examined	examinó
experiment	experimenta
express	expresar
famous	famoso
geometric	geométrico
horizontal	horizontal
important	importante
inventor	inventor
logic	lógica
mathematics	matemáticas
original	original
painter	pintor
point	punto
probably	probablemente
reality	realidad
rectangle	rectángulo
special	especial
vertical	vertical

Chapter 2, Reading 1
Feudalism: A System for Living, *page 105*

attacks	ataques
carpenter	carpintero
ceremony	ceremonia
chimney	chimenea
community	comunidad
continued	continuaron
controlled	controlaron
defend	defender
depended	dependieron
effect	efecto
family	familia
feudalism	feudalismo
illustration	ilustración
important	importante
interior	interior
meutral	médico
medieval	medieval
noble	noble
prepared	preparó
protector	protector
pyramid	pirám de
special	especial
surprise	sorpresa
system	sistema
vassal	vasallo

Chapter 2, Reading 2
Prison, *page 114*

abandoned	abandonado
airport	aeropuerto
class	clase
definitions	definiciones
difficulty	dificultad
irrevocable	irrevocable
list	lista
minutes	minutos
perimeter	perímetro
phrase	frase
refugee camp	campamento de refugiados
vocabulary	vocabulario

False cognate: dissolved = *se deshicieron* (emotionally), not *disolverse* (dissolve in liquid)

UNIT 3: Justice

Chapter 1, Reading 1
The Pearl, *page 143*

animals	animales
baby	bebé
canoes	canoas
case	caso
center	centro
chocolate	chocolate
cruel	cruel
cure	curar
doctor	doctor
enemy	enemigo
family	familia
flowers	flores
ignorant	ignorante
insect	insecto
medicine	medicina
minutes	minutos
moment	momento
moved	se movió
music	música
obedient	obediente
ocean	océano
passed	pasó
patient	paciente
pearls	perlas
perfect	perfecto
probably	probablemente
robbed	robaco
sandals	sandalias
scorpion	escorpión
serious	serio
servant	serviente
shawl	chal

False cognate: embarrassed = *avergonzado*, not *embarazada* (pregnant)

Chapter 1, Reading 2
Genes & DNA, *page 154*

accused	acusado
base	base
case	caso
code	código
comparison	comparación
conclusive	conclusivo
consist	consisten en
crime	crimen
criminals	criminales
detectives	detectives
determine	determinar
doctor	doctor
examining	examinando
forensic	forense
fragments	fragmentos
genetic	genético
identical	idéntico
identify	identificar
impact	impacto
individual	individuo
innocence	inocencia
interesting	interesante
laboratory	laboratorio
number	número
office	oficina
percent	por ciento
person	persona
photograph	fotografía
police	policía
produce	producir
repeat	repiten
saliva	saliva
scene	escena
science	ciencias
sections	secciones
separate	separan
sophisticated	sofisticado
specialize	especializan
techniques	técnicas
vary	varían
victim	víctima
unique	unico
X ray	rayo X

Chapter 2, Reading 1
Justice First, *page 171*

accept	aceptar
actions	acciones
acts	actos
admired	admiraron
artist	artista
battle	batalla
conscience	conciencia
considered	considerado
control	control
courage	coraje
democracy	democracia
destroy	destruir
enemies	enemigos
execution	ejecución
families	familias
general	general
group	grupo
ideas	ideas
ignored	ignoró
illegal	ilegal
incident	incidente
individuals	individuos
injustice	injusticia
innocent	inocente
interested	interesado
justice	justicia
leaders	líderes
legislative	legislativo
member	miembro
oligarchy	oligarquía
oppose	oponerse
patriotic	patriótico
person	persona
personal	personal
popularity	popularidad
public	público
respected	respetado
ruins	ruinas
soldier	soldado
statue	estatua
triumph	triunfo
unjust	injusto

False cognate: ancient= *antiguo*, not *anciano* (elderly)

Chapter 2, Reading 2
Blowin' in the Wind, *page 180*

cannon balls	balas de cañón
exist	existir
mountain	montaña

False cognate: pretending= *fingiendo*, not *pretendiendo* (hoping, aspiring)

UNIT 4: Learning From Experience

Chapter 1, Reading 1
Seventh Grade, *page 207*

baseball	béisbol
campus	campus
classes	clases
computer	computadora
conviction	convicción
curiosity	curiosidad
different	diferente
emergency	emergencia
experiences	experiencias
ferocity	ferocidad
grade	grado
gym	gimnasio
horizon	horizonte
horrors	horrores
hour	hora
ignored	ignoraron
math	matemáticas
model	modelo
nervous	nervioso
problems	problemas
recent	reciente
terror	terror

False cognates: embarrassed = *avergonzado*, not *embarazada* (pregnant), noticed = *notó, vio*, not *noticia* (news)

Chapter 1, Reading 2
Eratosthenes, *page 218*

alphabet	alfabeto
angles	ángulos
arithmetic	aritmética
athlete	atleta
baby	bebé
calculate	calcular
caravan	caravana
chronology	cronología
circle	círculo
circumference	circunferencia
comedy	comedia
considering	considerando
constellations	constelaciones
curious	curioso
describe	describir
different	diferente
directly	directamente
distance	distancia
essentially	esencia.mente
fascinated	fascinó
favorite	favorito
geography	geografía
history	historia
imagined	imaginé
literally	literalmente
literary	literario
map	mapa
math	matemáticas
miles	millas
moved	movieron
museum	museo
music	música
numbers	números
objects	objetos
parallel	paralelo
participated	participó
political	político
rays	rayos
refers	refiere
second	segundo
section	sección
typical	típico
university	universidad

False cognate: library = *biblioteca*, not *librería* (bookstore)

Chapter 2, Reading 1
Magellan's Remarkable Voyage, *page 235*

captain	capitán
circumnavigate	circunnavegar
coast	costa
continued	continuó
cost	costo
decided	decidió
demonstrate	demostrar
east	este
enemy	enemigo
excuted	ejecutó
expedition	expedición
honor	honor
imagined	imaginado
islands	islas
leader	líder
map	mapa
member	miembro
ocean	océano
offer	ofrecer
part	parte
putrid	pútrido
regularly	regularmente
services	servicios
terrible	terrible
tortured	torturaron

Chapter 2, Reading 2
Coyote Flies with the Geese, *page 244*

animal	animal
camp	campamento
circle	círculo
fruits	frutas
leader	líder
north	norte
point	punto
repeated	repitió
surprise	sorpresa
tipis	tipis

UNIT 5: Change

Chapter 1, Reading 1
The Circuit, *page 275*

accompanied	acompañó
acid	ácido
acquired	adquirió
adventure	aventura
class	clase
control	control
decided	decidí
disappeared	desapareció
except	excepto
family	familia
favorite	favorito
garage	garaje
hours	horas
insects	insectos
instinctively	instintivamente
labor camp	campo de trabajo
lamp	lámpara
minutes	minutos
momento	momento
motor	motor
mountains	montañas
move (motion)	mover
muscles	músculos
music	música
natural	natural
nervous	nervioso
number	número
office	oficina
populated	populado
porch	porche
silence	silencio
special	especial
stables	establos
stomach	estómago
temperature	temperatura
termites	termitas
trumpet	trompeta
valley	valle
vineyard	viñedo

False cognates: introduced = *presentó*, not *introdujo* (insert); move (change houses) = *mudarse*, not *moverse* (move, be in motion); ropes = *cuerdas*, not *ropa* (clothing)

Chapter 1, Reading 2
Many Changes, *page 288*

combine	combinar
comparing	comparando
concept	concepto
discount	descuento
estimate	estimar
ideas	ideas
included	incluyan
mathematics	matemático
multiplication	multiplicación
original	original
percent	por ciento
prices	precios
proposes	propone
supermarket	supermercado
visually	visualmente

False cognates: familiar = *familiarizado*, not familiar (family); estimate = *calcular*, not *estimar* (respect); produce = *productos alimenticios*, not *producir* (produce)

Chapter 2, Reading 1
Our Changing Earth, *page 305*

abrasion	abrasión
affected	afectado
blocks	bloques
carbon dioxide	dióxido de carbono
caused	causado
converge	convergen
delta	delta
different	diferente
directions	direcciones
directly	directamente
formed	formaron
epicenter	epicentro
energy	energía
erosion	erosión
eruption	erupción
exist	existían
expands	expande
extremes	extremos
finally	finalmente
gases	gases
glaciers	glaciares
island	isla
magma	magma
mantle	manto
millions	millones
mountains	montañas
moves	mueve
number	número
observe	observamos
ocean	océano
occur	ocurrir
oxygen	oxígeno
particles	partículas
physical	físico
planet	planeta
plants	plantas
process	proceso
sediment	sedimento
seismic	sísmico
vapor	vapor
violent	violent
volcano	volcán

False cognates: large = *grande*, not *largo* (long); plates = *placas*, not *platos* (dishes)

Chapter 2, Reading 2
Old Snake, *page 317*

colors	colores

False cognate: brave = *valiente*, not *bravo* (wild)

Walking on the Boundaries of Change, *page 318*

familiar	familiar
firm	firme
form	forman

False cognates: confidence = *confianza*, not *confidencia* (secret); real (not false) = *verdadero*, not *real* (royal)

UNIT 6: Courage

Chapter 1, Reading 1
What the Moon Saw, *page 345*

animals	animales
babies	bebes
curves	curvas
encounter	encontrar
existed	existían
finally	finalmente
hour	hora
imagined	imaginado
impressed	impresionado
including	incluyendole
invitation	invitación
lilac	lila
jaguar	jaguar
jungles	junglas
metal	metal
mountains	montañas
move	mueven
offered	ofreció
pause	pausa
plastic	plástico
problem	problema
ramp	rampa
remote control	control remoto
repeat	repetir
sack	saco
sandals	sandalias
second	segundo
shawl	chal
space	espacio
traffic	tráfico
volume	volumen

False cognates: *avergonzado*, not *embarazada* (pregnant); realize= *darse cuenta*, not *realizar* (carry out)

Chapter 1, Reading 2
The Meaning of Courage, *page 358*

accent	acento
different	diferente
experience	experiencia
grade (year in school)	grado
nervous	nervioso
participating	participando
problems	problemas
responded	respondió
second	segundo

False cognates: figured = *calculé*, not *figurar* (appear); grade (score on a test) = *nota*, not *grado* (year in school); moved (changed houses) = *se mudó*, not *moverse* (move, be in motion); realize= *darse cuenta*, not *realizar* (carry out)

Chapter 2, Reading 1
Coaching Brian, *page 375*

ambition	ambición
announced	anunció
athletes	atletas
combat	combate
degenerating	degenerando
disciplined	disciplinado
distance	distancia
dramatic	dramático
enemy	enemigo
epic	épico
exercises	ejercicios
finally	finalmente
furious	furioso
gradually	gradualmente
hero	héroe
heroism	heroísmo
honor	honor
hospitalized	hospitalizado
insisted	insistió
leader	líder
marines	marines
meters	metros
mile	milla
military	military
mountain	montaña
national	nacional
natural	natural
pajamas	pijama
paralyzed	paralizado
personal hygiene	higiene personal
protest	protesta
reserve	reserva
resisted	resistió
satisfaction	satisfacción
strategically	estrategicamente
technical	técnico
university	universidad
verse	verso

False cognates: ancient= *antiguo*, not *anciano* (elderly); confronting = *enfrentando*, not *confrontar* (to compare; to bring face to face); embarrassed = *avergonzado*, not *embarazada* (pregnant); probing = *investigando* not *probar* (prove)

Chapter 2, Reading 2
Call It Courage, *page 386*

air	aire
animals	animals
bamboo	bambú
basalt	basalto
consulting	consultando
desperation	desesperación
enemy	enemigo
fascinated	fascinado
furious	furioso
fury	furia
hours	horas
impact	impacto
impotent	impotente
muscles	músculos
person	persona
robs	roba
triangle	triángulo

False cognate: realized = *se dio cuenta*, not *realizar* (carried out)

Milestones B



HEINLE
CENGAGE Learning

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

HEINLE
CENGAGE Learning

Milestones B

Contributing Writer: Sandra Mangurian
Editorial Director: Joe Dougherty
Publisher: Sherrise Roehr
Managing Editor: Carmela Fazzino-Farah
Development Editor: Yeny Kim
Associate Development Editor: Michael Poor
Editorial Assistant: Jennifer Kuhnberg
Technology Development Editor: Debie Mirtle
Executive Marketing Manager: Jim McDonough
Director of Product Marketing: Amy T. Mabley
Product Marketing Manager: Katie Kelley
Assistant Marketing Manager: Andrea Bobotas
Director of Content and Media Production: Michael Burggren
Associate Content Project Manager: John Sarantakis
Manufacturing Manager: Marcia Locke
Composition and Project Management: Pre-PressPMG
Illustrations/Photography: see page 467 for credits
Interior Design: Studio Montage
Cover Design: Page 2, LLC
Cover Image: Ed Freeman/Getty

© 2009 Heinle Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to **permissionrequest@cengage.com**

Library of Congress Control Number: 2007940575

ISBN-13: 978-1-4240-0888-9

ISBN-10: 1-4240-0888-3

Heinle Cengage Learning
25 Thomson Place
Boston, Massachusetts 02210
USA

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit Heinle online at **elt.heinle.com**
Visit our corporate website at **www.cengage.com**

1 2 3 4 5 6 7 12 11 10 09 08

Program Authors



NEIL ANDERSON

Dr. Neil J. Anderson received his Ph.D. from the University of Texas at Austin, where he specialized in research in the teaching of reading. He has done significant work in the area of reading comprehension, reading strategies, and fluency. He has published several books in this area and continues to actively research and publish.

Dr. Anderson has been teaching English and teachers of English for over twenty-five years. He is a professor in the Department of Linguistics and English Language at Brigham Young University in Salt Lake City, Utah. He has received many awards for outstanding teaching and believes that everyone can learn to be a good reader.

Dr. Anderson helped to establish the pedagogical framework of the *Milestones* program with a particular focus on reading strategies and reading fluency.



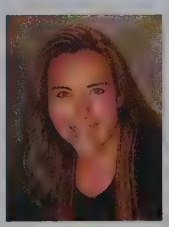
JILL KOREY O'SULLIVAN

Jill Korey O'Sullivan holds a Master's Degree in Education from Harvard University. Her specific area of research and interest is language and literacy. Ms. Korey O'Sullivan is an experienced author and editor of educational materials with a background in curriculum development and teaching. She has taught and developed materials for students of a broad range of levels and in a variety of educational settings, including kindergarten, middle school, and community college programs.

Ms. Korey O'Sullivan has brought her classroom experience and creativity to the writing of several textbooks and has served as editor on many publications in the field of English language learning.

She helped to establish the pedagogical framework of the *Milestones* program, incorporating the latest in research and pedagogy.

The students she has taught and the students who use her materials serve as her inspiration.



JENNIFER TRUJILLO

Jennifer Trujillo received her Ed.D. in Educational Leadership and Change from Fielding Graduate University, Santa Barbara, CA. Dr. Trujillo grew up in a home where another language besides English was spoken. Her family moved back and forth between her mother's homeland and the United States. Her dedication to reading led her to earn degrees and teaching credentials in English from Fort Lewis College and Reading from the University of Northern Colorado. She has been an ESL educator for fourteen years.

She is currently a professor in the Teacher Education Department at Fort Lewis College in Durango, Colorado. Her areas of specialization are reading and writing, ESL, home-school partnerships, professional development, cognitive coaching, differentiated instruction, and diversity training.

Dr. Trujillo feels strongly about the importance of culturally responsive and universally relevant readings, with challenging activities, to help all students succeed. To that end, she helped to establish the pedagogical framework of the *Milestones* program and provided valuable feedback on each of the reading selections to ensure culturally responsive instruction for the pre- and post-reading activities.

Program Advisors



ROBERT J. MARZANO, Ph.D., Vocabulary Advisor

Dr. Robert J. Marzano is president and founder of Marzano & Associates, specializing in long term school reform efforts to enhance student academic achievement. His works guiding teachers to assist students in developing academic language can be found in the books *Building Background Knowledge for Academic Achievement* and *Building Academic Vocabulary*.

Over his 35 years in education, the central theme of his work has been translating research and theory into practical programs and tools for teachers and administrators. He is a Senior Scholar at Mid-continent Research for Education and Learning (McREL) and an Associate Professor at Cardinal Stritch University.

Dr. Marzano received his M.Ed. degree in Reading and Language Arts from Seattle University, and his Ph.D. in Curriculum and Instruction from the University of Washington.

He is the author of more than 20 books, 150 articles, and more than 100 curriculum guides and related materials for teachers and students. His most recent publication is *The Art and Science of Teaching: a Comprehensive Framework for Effective Instruction.*



KEITH LENZ, Ph.D., Differentiated Instruction/Universal Access Advisor

Dr. Keith Lenz specializes in adolescents with learning problems, teacher planning, and strategic instruction for teaching diverse groups. He has degrees in Special Education and Secondary Education from Bradley University and a Ph.D. from the University of Kansas. At the University of Kansas, Dr. Lenz is an Associate Professor, Director of the Institute for Effective Instruction, and Senior Research Scientist at the Center for Research on Learning.

Dr. Lenz is the founder and member of the Board of Trustees at the Strategic Learning Center, Inc., Seattle, WA. He is an adjunct professor at Seattle Pacific University, and a National Trainer of The Strategies Intervention Model.

Dr. Lenz's work with guiding teachers on effective differentiated instruction practices can be found in his co-authored book *Teaching content to all: Inclusive teaching in grades 4-12*, amongst others.

Dr. Lenz taught at Florida Atlantic University and serves as a Project Trainer for the Florida Department of Education.



ANNE KATZ, Ph.D., Assessment Advisor

Dr. Anne Katz has worked for 20 years as a researcher and evaluator for projects connected with the education of linguistically and culturally diverse students. As a teacher educator, she has provided and supported professional development in the areas of curriculum, assessment, and evaluation.

Dr. Katz co-directed a national study of successful leadership strategies to create more harmonious racial and ethnic environments in K–12 schools. She is co-author of *Leading for Diversity: How School Leaders Promote Positive Interethnic Relations* and author of numerous publications on diversity and the development of standards-based assessment systems.

Dr. Katz was instrumental in developing standards for English as a second language with the Teachers of English to Speakers of Other Languages organization, and she has assisted many school districts in developing more authentic assessments of student performance. In all her work, she promotes the links between research and the classroom to support meaningful school change.

Anne Katz holds a doctorate in second language education from Stanford University. She is a lecturer at the School for International Training's graduate teacher education program.

Teacher Reviewers

Sonia Abrew
Orange County Public Schools
Orlando, FL

Ruby Ali
H.L. Watkins Middle School
Palm Beach Gardens, FL

Jean Anderson
Broward County Public Schools
Ft. Lauderdale, FL

Teresa Arvizu
McFarland Unified School District
McFarland, CA

Maridell Bagnal
Fletcher Middle School
Jacksonville Beach, FL

Miriam Barrios-Chacon
Chipman Middle School
Alameda, CA

Cathy Bonner
Bowie High School
El Paso, TX

Irene Borrego
CA State University Bakersfield
Bakersfield, CA

Tanya Castro
Pharr-San Juan-Alamo Independent
School District
Alamo, TX

Nicole Chaput
Metro Nashville Public Schools
Nashville, TN

Vikki Chavez
San Bernardino High School
San Bernardino, CA

Anthony Colonna
Ocala Middle School
San Jose, CA

Catherine Cominio
Howell Watkins Middle School
Palm Beach Gardens, FL

Ayanna Cooper
DeKalb County Schools
DeKalb, GA

James Coplan
Oakland Technical High School
Oakland, CA

Alicia Cron
Austin Middle School
San Juan, TX

Libby Taylor Deleon
Plano ISD
Plano, TX

Farida Doherty
Boston Public Schools
Boston, MA

Mercedes A. Egues
Fort Lauderdale High School
Fort Lauderdale, FL

Karen Ernst
Highland High School
Palmdale, CA

Rafael Estrada
Lake Shore Middle School
Belle Glade, FL

Mary Ford
Pahokee Middle High School
Pahokee, FL

Beverly Franke
Palm Beach County Schools
Greenacres, FL

Helena Gandell
Duval County Public Schools
Jacksonville, FL

Linsey Gannon
Lawrence Cook Middle School
Santa Rosa, CA

Renee Gaudet
New River Elementary School
Wesley Chapel, FL

Nathalie Gillis-Rumowicz
Seminole Middle School
Seminole, FL

Evelyn Gomez
The Academy for New Americans
Middle School
Astoria, NY

Rafael Gonzalez
Wasco Union High School District
Wasco, CA

Vivian Kahn
I.S. 296 Halsey School
Brooklyn, NY

Sarah Harley
ALBA Elementary School
Milwaukee, WI

Renote Jean-Francois
Boston Public Schools
Boston, MA

Tony King
Boston Public Schools
Boston, MA

Christa Kirby
Pinellas Country School District
Largo, FL

Letitia Laberee
Angelo Patri Middle School
Bronx, NY

Gemma Lacanlale
Houston Independent School District
Houston, TX

Arthur Larievy
Boston Public Schools
Boston, MA

Alisa Leckie
Billy Lane Lauffer Middle School
Tucson, AZ

Chad Leith
Boston Public Schools
Boston, MA

Arnulfo Lopez
Delano High School
Delano, CA

Carmen Lopez
Cesar E. Chavez High School
Delano, CA

Lana Lysen
Multicultural, ESOL Education
Fort Lauderdale, FL

Vanessa MacDonna
Andries Huddle Middle School
Brooklyn, NY

Rita Marsh-Birch
Sandalwood High School
Jacksonville, FL

Lorraine Martini
Nova Middle School
Davie, FL

Jean Melby-Mauer
Valley High School
Las Vegas, NV

Patsy Mills
Houston Independent School District
Houston, TX

Amy Mirco
Charlotte-Mecklenburg Schools
Charlotte, NC

Gloria Pelaez
University of Miami
Miami, FL

Maria Pena
Doral Middle School
Doral, FL

Yvonne Perez
Alief Middle School
Houston, TX

Lunine Pierre-Jerome
Boston Public Schools
Boston, MA

Yolanda Pokaski
Boston Public Schools
Boston, MA

Diana Ramlall
School District of Palm Beach County
West Palm Beach, FL

Marlene Roney
New River Middle School
Fort Lauderdale, FL

Cheryl Serrano
Lynn University
Boca Raton, FL

Raynel Shepard
Boston Public Schools
Boston, MA

Michele Spohn
Fort Caroline Middle School
Jacksonville, FL

Ilza Sterling
Falcon Cove Middle School
Weston, FL

John Sullivan
Clark County School District
East Region
Las Vegas, NV

Teri Suzuki
Lincoln Middle School
Alameda, CA

Daisy Torres
Marion County Schools
Ocala, FL

Matthew Trillo
Maxwell Middle School
Tucson, AZ

Heather Tugwell
Oakland Unified School District
Oakland, CA

Cassandra Vukcevic
Ridgewood High School
New Port Richey, FL

Sheila Weinstein
Deerfield Beach Middle School
Deerfield Beach, FL

MaryLou Whaley
Immigrant Acculturation Center
Tampa, FL

Jill Wood
Dr. John Long Middle School
Wesley Chapel, FL

Veronica Yepez
Washington Middle School
Pasadena, CA

Together as One

UNIT 1

Page 2

Chapter 1 ____ 4

page 20

Literature: *Half and Half* (excerpt)
Lensey Namioka

Content: Geography/Science (abridged)
The Monarch Migration

- **Academic Vocabulary** — *analyze, solution, explain, respond* — 7, 16
- **Reading Strategies** — Analyze Problem/Solution — 7
  Analyze Cause-Effect Relationships — 19
- **Grammar** — Sentence Structure: Subject-Predicate — 26
- **Writing Assignment** — Write a Journal Entry About Moving to a New Place — 28

Chapter 2 ____ 32

37

Content: Science
Cells and Organisms

43

Literature: *We Are All One* (abridged)
Laurence Yep

- **Academic Vocabulary** — *identify, topic, sequence, connection* — 35, 44
- **Reading Strategies** — Find the Main Idea and Details — 35
  Understand Theme — 47
- **Grammar** — Nouns — 54
  Pronouns — 55
- **Writing Assignment** — Write a Speech About a Theme — 56

Apply & Extend ____ 60

Listening and Speaking Workshop	Take Part in a Group Discussion	60
Media Workshop	Analyze a Television Talk Show	61
Writing Workshop	Write a Review of a Story	62
Projects		65
Independent Reading		66

Milestones to Achievement 67

UNIT 2

Relationships

Page 70

Chapter 1 ____ 72

Reading 1 page 77
Literature: *The Diary of Anne Frank* (excerpt)
Frances Goodrich and Albert Hackett

Reading 2 page 88
Content: Mathematics
The Golden Rectangle

- **Academic Vocabulary** — *inference, dialogue, transition, speculate* — 75, 84
- **Reading Strategies** — Make Inferences — 75
  Analyze Author's Viewpoint — 87
- **Grammar** — Verb Review: The Simple Tenses — 94
- **Writing Assignment** — Write an Informal Letter to a Friend — 96

Chapter 2 ____ 100

Reading 1 page 105
Content: Science
Feudalism: A System for Living

Reading 2 page 114
Literature: *Friends* (excerpt)
Naomi Shihab Nye

- **Academic Vocabulary** — *summarize, compare, conclusion* — 103, 110
- **Reading Strategies** — Summarize — 103
  Picture a Setting — 113
- **Grammar** — Compound Sentences — 120
  Subject-Verb Agreement — 121
- **Writing Assignment** — Autobiography: Write a Personal Narrative — 122

Apply & Extend ____ 126

Listening and Speaking Workshop	Give an Oral Presentation That Informs	126
Media Workshop	Turn a Stage Play into a Movie	127
Writing Workshop	Write a Personal Essay	128
Projects		131
Independent Reading		132

Milestones to Achievement 133

Justice

UNIT 3

Page 136

Chapter 1 ____ 138

Reading 1 page 143
Literature: *The Pearl* (excerpt)
John Steinbeck, retold by Sally Stockton

Reading 2 page 154
Content: Science *Genes & DNA*
Richard Walker

- **Academic Vocabulary** — *prediction, evidence, adjustment* 141; *contrast, evaluate* 150
- **Reading Strategies** — Make Predictions 141; Question the Author 153
- **Grammar** — Verb Review: The Progressive Tenses 160; The Perfect Tenses 161
- **Writing Assignment** — Write a Story About Healing 162

Chapter 2 ____ 166

Reading 1 page 171
Content: Social Studies: *Justice First*
R. Anthony Kugler

Reading 2 page 180
Literature: *Blowin' in the Wind*
Bob Dylan

- **Academic Vocabulary** — *paraphrase, organize, relate* 169, 176
- **Reading Strategies** — Paraphrase 169; Think Aloud 179
- **Grammar** — Adjectives 184; Adverbs 185
- **Writing Assignment** — Write an Essay About a Painting 186

Apply & Extend ____ 190

Listening and Speaking Workshop	Take Part in a Debate	190
Media Workshop	Identify Fallacies in Messages	191
Writing Workshop	Write a Persuasive Essay	192
Projects		195
Independent Reading		196
Milestones to Achievement		197

UNIT 4

Learning from Experience

Page 200

Chapter 1 ____ 202

207
Literature: *Seventh Grade* (excerpt)
Gary Soto

218
Content: Mathematics
Eratosthenes

- **Academic Vocabulary** — *create, mental, image, example, opinion* — 205 , 214
- **Reading Strategies** — Create Mental Images — 205
  Ask Questions — 217
- **Grammar** — Frequently Misused Verbs — 224
- **Writing Assignment** — Write an I-Search Paper About a Cultural Tradition — 226

Chapter 2 ____ 230

235
Content: Social Studies/Geography
Magellan's Remarkable Voyage

244
Literature: *Coyote Flies with the Geese*
Jane Louise Curry

- **Academic Vocabulary** — *visualize, location, interpret* — 233, 240
- **Reading Strategies** — Visualize Location — 233
  Visualize Movement — 243
- **Grammar** — Participles and Participial Phrases — 252
- **Writing Assignment** — Write a Narrative Account of a Day at Sea — 254

Apply & Extend ____ 258

Listening and Speaking Workshop	Take the Hot Seat	258
Media Workshop	Analyze Implied Media Messages	259
Writing Workshop	Write a Screenplay	260
Projects		263
Independent Reading		264

Milestones to Achievement 265

Change

UNIT 5

Page 268

Chapter 1 ____ 270

Reading 1 page 275
Literature: *The Circuit* (abridged)
Francisco Jiménez

Reading 2 page 288
Content: Mathematics
Many Changes

- **Academic Vocabulary** — *particular, mood, suggest* — 273, 284
- **Reading Strategies** — Read Closely — 273
  Read With a Purpose — 287
- **Grammar** — Prepositions and Prepositional Phrases — 294
  Infinitives and Prepositional Phrases — 295
- **Writing Assignment** — Write a Business Letter About a Defective Product — 296

Chapter 2 ____ 300

Reading 1 page 305
Content: Science
Our Changing Earth

Reading 2 page 310
Literature
Change Charlotte Zolotow
Old Snake Pat Mora
Walking on the Boundaries of Change Sara Holbrook

- **Academic Vocabulary** — *concept, element, pattern* — 303, 312
- **Reading Strategies** — Synthesize — 303
  Read and Reread — 315
- **Grammar** — Independent and Dependent Clauses — 322
  Adverb Clauses — 323
- **Writing Assignment** — Write a Poem About Change — 324

Apply Extend ____ 328

Listening and Speaking Workshop	Hold a Poetry Slam	328
Media Workshop	Analyze Product Packaging	329
Writing Workshop	Write a Research Report	330
Projects		333
Independent Reading		334

Milestones to Achievement 335

UNIT 6

Courage

Page 338

Chapter 1 340

Reading 1 p. 345
Literature: *What the Moon Saw* (excerpt) Laura Resau

Reading 2 p. 358
Content: English
The Meaning of Courage Sei Korti

- **Academic Vocabulary** — *emotion, sensory, material* — 343, 354
- **Reading Strategies** — Visualize (Sensory Images) — 343
  Think to Connect — 357
- **Grammar** — Adjective Clauses — 364
- **Writing Assignment** — Write a Script for a One-Act Play About Showing Courage — 366

Chapter 2 370

Reading 1 p. 375
Content: Health
Coaching Brian Peter Michelmore

Reading 2 p. 386
Literature: *Call It Courage* (excerpt) Armstrong Sperry

- **Academic Vocabulary** — *personal, react, refer* — 373, 382
- **Reading Strategies** — Make Personal Connections — 373
  Read Actively — 385
- **Grammar** — Present/Future Real Conditionals — 392
  Present/Future Unreal Conditionals — 393
- **Writing Assignment** — Creative Writing: Write a Narrative From a Different Point of View — 394

Apply & Extend 398

Listening and Speaking Workshop — Present a Response to Literature — 398
Media Workshop — Analyze Advertising Techniques — 399
Writing Workshop — Write a Suspense Story — 400
Projects — 403
Independent Reading — 404

Milestones to Achievement — 405

MILESTONES HANDBOOK — 409
GLOSSARY — 450
SKILLS INDEX — 459

Welcome to *Milestones!* Your Steps to Success

The title of this book is *Milestones*. Milestones are rocks set on a road to show the distance from one place to another. Like milestones on a road, this book will help guide you from one step in your learning to the next. It will provide the support you need every step of the way.

There are four specific skills you will learn and practice in *Milestones*:

Reading Reading is the foundation of learning. This book will help you become a more effective reader in many ways. For example, you will learn important vocabulary words that come from the readings. You will also learn academic vocabulary. These are the words that are used frequently in all subject areas. Learning academic vocabulary will help you understand academic texts and succeed in subject areas. Reading Fluency activities will help you learn to read more fluently. Reading Strategies will teach you specific methods for comprehending readings more effectively.

Listening Effective listening requires you to be focused and attentive. This book will provide you with opportunities to practice and improve your listening skills.

Speaking You will have many opportunities to practice your speaking skills by discussing the readings, performing role plays, and working on projects with your classmates.

Writing This book will help you understand and practice the writing process. You will plan, draft, revise and edit each of your writing assignments. You will learn how to evaluate your own writing and how to give feedback to your classmates on their writing.

Your teachers will provide important guidance as you work through this book. The assessment material at the end of each chapter and unit will help you and your teacher identify material you have successfully learned and areas where you may need more practice.

However, the most important ingredient for academic success is...YOU! You are the one holding the book. You are the one reading these words. You have the power and ability to work towards academic success. As you open this book, open your mind by thinking carefully and critically.

With this book, help from your teacher, and your own determination, you will achieve wonderful academic milestones!

1

UNIT 1 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Word Web, Word Squares, Vocabulary Log, Map, Cause-Effect Chart, Paragraph
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 1, Chapter 1
ExamView Assessment: Unit 1, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment

Assessment Book
Unit 1, Chapter 1 Quiz

Milestones Tracker
Unit 1, Chapter 1

Audio Program
CD 1, Tracks 2–3

Student Book
Unit 1, Chapter 1, pp. 2–31
Milestones Handbook, pp. 409–449

Workbook
Unit 1, Chapter 1, pp. 29–48

Independent Practice CD-ROM
Unit 1, Chapter 1

Heinle Reading Library
King Arthur and the Knights of the Round Table, by Howard Pyle

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 2–3) 40 MIN. Explore the Theme (p. 3) 40 MIN. Theme Activity (p. 3) 40 MIN. Chapter Focus Question (p. 4) 10 MIN.		Choral Reading *Explore the Theme, questions (p.3)
2	Student Book, Workbook	About the Reading (p. 4) 15 MIN. Build Background (p. 5) 40 MIN. Use Prior Knowledge (p. 5) 40 MIN. Vocabulary From the Reading (p. 6) 45 MIN.	Workbook (p. 29)	Repeated Reading *Build Background (p. 5)
3	Student Book, Workbook	Academic Vocabulary (p. 7) 45 MIN. Reading Strategy (p. 7) 40 MIN. Text Genre (p. 8) 35 MIN. Meet the Author (p. 8) 20 MIN.	Workbook (p. 30)	Paired Reading *Meet the Author (p. 8)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 8) 15 MIN. Reading Selection (pp. 9–15) 125 MIN.	Workbook (p. 31)	CD Assisted Reading *"Half and Half," paragraphs 1-3 (pp. 9)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 9–15) 140 MIN.	Workbook (p. 32)	Readers Theatre *"Half and Half," paragraph 34-43 (pp. 14-15)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 16) 45 MIN. Academic Vocabulary (p. 16) 45 MIN. Reading Comprehension Questions (p. 17) 30 MIN. Literary Element (p. 17) 20 MIN.	Workbook (p. 33)	Repeated Reading *Literary Element (p.17)
7	Student Book, Workbook	About the Reading (p. 18) 20 MIN. Build Background (p. 18) 20 MIN. Vocabulary From the Reading (p. 18) 30 MIN. Reading Strategy (p. 19) 40 MIN. Text Genre (p. 19) 30 MIN.	Workbook (pp. 34–36)	Reading Words in Chunks *Text Genre (p. 19)
8	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 19) 15 MIN. Reading Selection (pp. 20–22) 105 MIN. Reading Comprehension Questions (p. 23) 20 MIN.	Workbook (p. 37)	CD Assisted Reading *"The Monarch Migration," paragraphs 1-4 (p. 20-21)
9	Student Book, Workbook	Spelling (Workbook p. 38) 15 MIN. Writing Conventions (Workbook p. 39) 15 MIN. Connect Readings 1 and 2 (p. 23) 20 MIN. Listening and Speaking (p. 24) 60 MIN. Reading Fluency (p. 25) 30 MIN.	Workbook (pp. 38–39)	Paired Reading *Listening and Speaking, paragraph 1 (p.24)
10	Student Book, Workbook	Vocabulary Development (p. 25) 20 MIN. Grammar (pp. 26–27) 80 MIN. Grammar Expansion (Workbook pp. 43–44) 40 MIN.	Workbook (pp. 40–44)	Repeated Reading *Vocabulary Development (p 25)
11	Student Book, Workbook	Writing Assignment (pp. 28–29) 60 MIN. Writing Support (p. 29) 20 MIN. Progress Check (pp. 30–31) 60 MIN.	Workbook (pp. 45–48) Have students study for the Chapter 1 Quiz.	Choral Reading *Student Model (p. 28)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 1, Chapter 1 Quiz) 140 MIN.		Echo Reading *"American Eels," paragraphs 1-2 (p. 31)

UNIT 1 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Squares, Vocabulary Log, Two-Column Chart
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 1, Chapter 2
ExamView Assessment: Unit 1, Chapter 2 Quiz
ExamView Assessment: Unit 1 Test
Rubrics: Rubric for Speaking Assessment, Rubric for Writing On Demand

Assessment Book
Unit 1, Chapter 2 Quiz
Unit 1, Test

Milestones Tracker
Unit 1, Chapter 2

Audio Program
CD 1, Tracks 4–5

Student Book
Unit 1, Chapter 2, pp. 32–59
Unit 1, Apply & Extent, pp. 60–66
Unit 1, Milestones to Achievement, pp. 67–69
Milestones Handbook, pp. 409–449

Workbook
Unit 1, Chapter 2, pp. 49–68

Independent Practice CD-ROM
Unit 1, Chapter 2

Heinle Reading Library
King Arthur and the Knights of the Round Table, by Howard Pyle

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 32) 10 MIN. About the Reading (p. 32) 15 MIN. Build Background (p. 33) 35 MIN. Use Prior Knowledge (p. 33) 40 MIN. Vocabulary From the Reading (p. 34) 40 MIN.	Workbook (p. 49)	Reading Words in Chunks *Build Background (p. 33)
14	Student Book, Workbook	Academic Vocabulary (p. 35) 50 MIN. Reading Strategy (p. 35) 50 MIN. Text Genre (p. 36) 40 MIN.	Workbook (p. 50)	Paired Reading *Reading Strategy (p. 35)
15	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 36) 25 MIN. Reading Selection (pp. 37–43) 115 MIN.	Workbook (p. 51)	CD Assisted Reading *"Cells and Organisms," Vocabulary in Context box (p. 23
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 37–43) 140 MIN.	Workbook (p. 52)	Repeated Reading *"Cells and Organisms," How Cells Divide, paragraphs 1-2 (p. 43)
17	Student Book, Workbook	Apply the Reading Strategy (p. 44) 45 MIN. Academic Vocabulary (p. 44) 45 MIN. Reading Comprehension Questions (p. 45) 30 MIN. Text Element (p. 45) 20 MIN.	Workbook (p. 53)	Reading Words in Chunks *Text Element (p. 45)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 46) 15 MIN. Build Background (p. 46) 15 MIN. Vocabulary From the Reading (p. 46) 30 MIN. Reading Strategy (p. 47) 30 MIN. Text Genre (p. 47) 30 MIN. Meet the Author (p. 47) 20 MIN.	Workbook (pp. 54–56)	Paired Reading *Build Background (p. 46)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 47) 15 MIN. Reading Selections (pp. 48–50) 105 MIN. Reading Comprehension Questions (p. 51) 20 MIN.	Workbook (p. 57)	Echo Reading *"We Are All One," paragraphs 1-3 (p. 48)
20	Student Book, Workbook	Spelling (Workbook p. 58) 15 MIN. Writing Conventions (Workbook p. 59) 15 MIN. Connect Readings 1 and 2 (p. 51) 20 MIN. Listening and Speaking (p. 52) 70 MIN. Reading Fluency (p. 53) 20 MIN.	Workbook (pp. 58–59)	Repeated Reading *Listening and Speaking, first two paragraphs (p. 52)
21	Student Book, Workbook	Vocabulary Development (p. 53) 20 MIN. Grammar (pp. 54–55) 80 MIN. Grammar Expansion (Workbook pp. 63–64) 40 MIN.	Workbook (pp. 60–64)	Reading Words in Chunks *Vocabulary Development, paragraph 1 (p. 53)
22	Student Book, Workbook	Writing Assignment (pp. 56–57) 60 MIN. Writing Support (p. 57) 20 MIN. Progress Check (pp. 58–59) 60 MIN.	Workbook (pp. 65–68) Have students study for the Chapter 2 Quiz.	Paired Reading *Student Model (p. 56)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 1, Chapter 2 Quiz) 140 MIN.		Echo Reading *"Skin," paragraphs 1-4 (p. 59)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 60–61) 120 MIN. Media Workshop (p. 61) 20 MIN.	Prepare Media Workshop (Student Book p. 61)	Repeated Reading *Media Workshop, paragraphs 1-2 (p. 61)
25	Student Book, Workbook	Media Workshop (p. 61) 120 MIN. Writing Workshop (pp. 62–64) 20 MIN.	Prepare Writing Workshop (Student Book pp. 62–64)	Reading Words in Chunks *Student Model, paragraph 1 (p. 63)
26	Student Book, Workbook	Writing Workshop (pp. 62–64) 120 MIN. Projects (p. 65) 20 MIN.	Prepare Project (Student Book p. 65)	Choral Reading *Revising and Editing Checklist (p. 64)
27	Student Book, Workbook	Projects (p. 65) 140 MIN.		Repeated Reading *Project 2 (p. 65)
28	Student Book, Workbook	Milestones to Achievement (pp. 67–69) 110 MIN. Review 30 MIN.	Have students study for the Unit 1 Test.	Echo Reading *"Migrating Animals" (p.67)
29	Assessment Book	Unit 1 Assessment (Assessment Book, Unit 1 Test) 140 MIN.		Readers Theatre "Dragon Brains," (p. 68)

UNIT 1
Preview the Unit

Pre-assessment

Needs Assessment/Diagnostic Test

Use the **Needs Assessment/Diagnostic Test** to assess students' abilities and to identify students who need help with prerequisite skills.

Preteach and Prepare

Preteach

Preview Read questions 1 and 2 to the class as students follow along in their books. Hold up two pieces of chalk, one in each hand. ***Ask:*** *How many things do I have?* (two) Put both pieces of chalk into one hand. ***Say:*** *I have two pieces of chalk. I have* one group *of chalk. My chalk is "together as one."*

Vocabulary

- **Build background** Have students list other words that describe working or playing *together.* (team, group, club, family, crew)
- **Ask questions to elicit information** ***Ask:*** *What are some things you do together with other people?* (play on sports teams, celebrate family events, study, cook, watch movies)

Grammar

Usage ***Say:*** *A sentence is a group of words that expresses a complete thought. A sentence has two basic parts—a subject and a predicate. The subject is a person, place, or thing. The predicate—or verb—says what the subject does or what the subject is.* On the board, write "Lia plays soccer." Explain that *Lia* is the subject and *plays* is the predicate.

View the Picture

- **Preteach** ***Ask:*** *How many kids are there in this picture?* (11). *What are they doing?* (forming a circle together) *How are the group of kids and the puzzle pieces alike?* (Each person or piece is an individual but must work together to make the whole.)
- **Relate to personal experience** ***Ask:*** *How are the kids in the picture like you?* (They belong to a group just as the students in my class do.)
- **Critical viewing** Point to the colored fish. ***Ask:*** *Are the fish alone, or are they together in a group?* (in a group)



Differentiated Instruction • Explore the Theme

Scaffolding

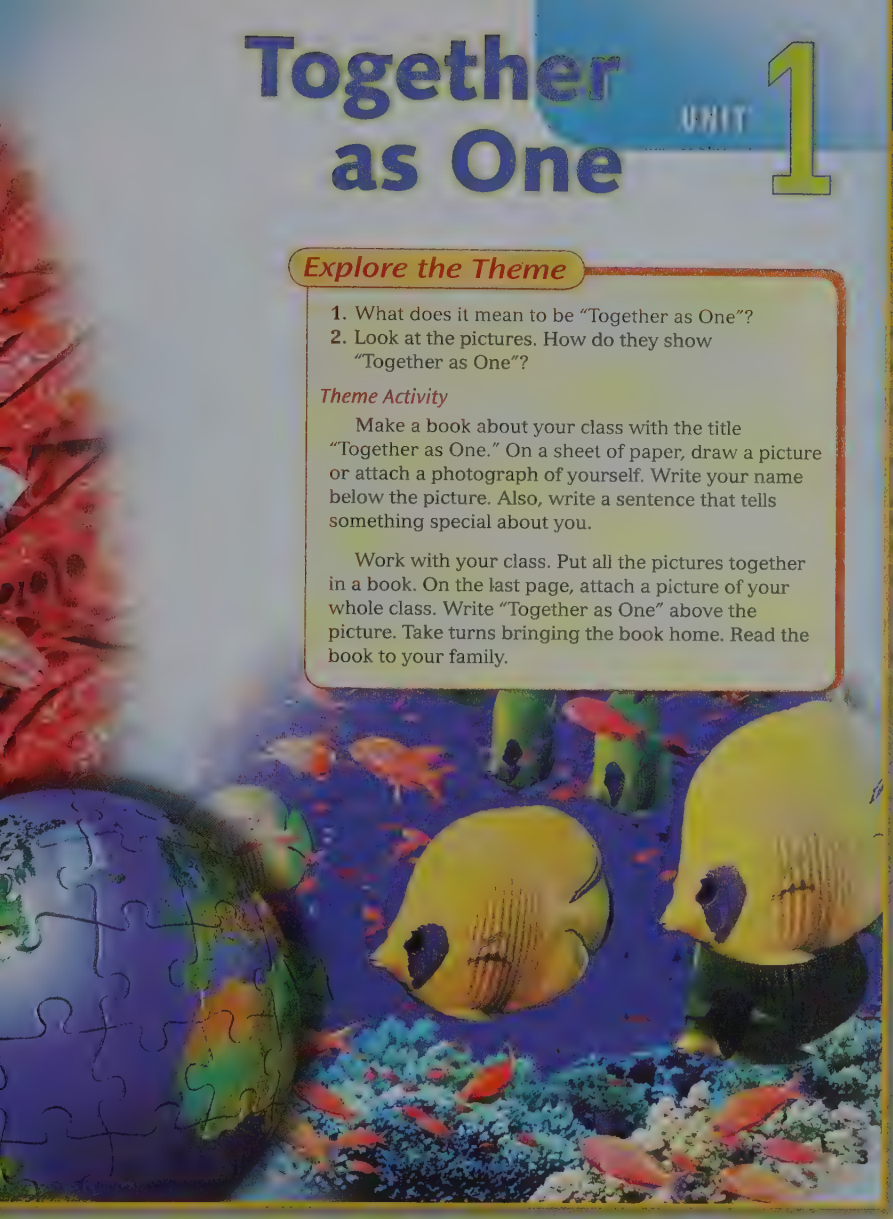
Point to the globe. ***Say:*** *I see pieces of a puzzle. Together the pieces are one group—a globe.* Point to each, and ***say:*** *By themselves: pieces. Together: globe.* Have students repeat after you. Point to the picture of the students. ***Say:*** *I see students. Together the students are one group—a team.* Point to each, and ***say:*** *By themselves: students. Together: team.* Have students repeat after you.

Extension

On the board write a chart labeled *Together as One.* Have students share sayings from their own culture that mean "together as one." Spark discussion about the theme, "Together as One," by having students explain what the following expressions mean: "United we stand, divided we fall." (Together, people do better than alone.) "One is the loneliest number." (By yourself you have no help.) "The power of one." (A group that stays together has power.)

Together as One

UNIT 1



Explore the Theme

1. What does it mean to be "Together as One"?
2. Look at the pictures. How do they show "Together as One"?

Theme Activity

Make a book about your class with the title "Together as One." On a sheet of paper, draw a picture or attach a photograph of yourself. Write your name below the picture. Also, write a sentence that tells something special about you.

Work with your class. Put all the pictures together in a book. On the last page, attach a picture of your whole class. Write "Together as One" above the picture. Take turns bringing the book home. Read the book to your family.

Cultural Connection

Build background Invite students to bring in a magazine or newspaper article about a leader from their home culture who is seen as someone who unites people as one. The person can be a public figure, community member, friend, or relative. Students should write a paragraph that explains how this person brings others together as one.

Classroom Management

Key words When eliciting responses from students, write a single key word from the question on the board. For example, if you are looking for the location, write *where* on the board. Writing key words will serve to focus students' attention on the task at hand. It will also help ensure that students are responding directly to the question that they are being asked.

UNIT 1
Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: KWL Chart

- **Classroom management** Remember that some students will be shy about discussing their own thoughts or feelings. Ask for volunteers when talking about how someone feels special.
- **Teacher think aloud** ***Say:*** *What do I know about being part of a group and also being special? I know that* special *means different in a good way. I am special because I like to teach. I know everyone is special in some way. Each of us brings special talents to the groups we join.*
- **Graphic organizer** Use a **KWL Chart** (Know/Want to Know/Learned) to explore students' ethnic identities. Use the chart to focus on the link between individual and group. For example, under "K" students may know what their own country of origin is. Under "W" students may want to know the region of their home country that their family comes from. At the end of Unit 1, revisit the KWL chart and have students add what they have learned about "together as one."

Reading Fluency

Choral Reading Explore the Theme questions

Sample Answers

1. To be "together as one" means that many people come together to help each other. For example, one team is made up of many individual players. They play together to make a strong team.
2. The players are individuals who make up one team. The fish are separate but they swim together in a group. The pieces of the jigsaw puzzle make up one complete picture.

Theme Activity

- **Preteach vocabulary** Preteach words that students might need to describe their special talents and abilities (*artist, swimmer, athlete, singer, good student,* etc.). You may also wish to provide students with a thesaurus to determine related words and concepts.
- **Arts connection** You may want to put the class picture on the cover as well. You may bind the book using a three-hole punch and clasps. Consider laminating the book or using a plastic report cover with binding clasps.

Objectives

Reading Strategies
Preview ***Say:*** Analyzing *means studying something closely. When we analyze causes and effects, we look at why something happens (the cause). Then we look at the result of what happened (the effect).* Nudge a pencil forward with a push until it falls off of the end of the desk. ***Ask:*** *What was the cause of the pencil moving?* (a push) *What was the effect?* (the pencil fell to the floor.)

Listening and Speaking
Preview ***Ask:*** *What is a talk show?* (A TV or radio show in which people talk about interesting topics.)

Grammar
Have students write down this sentence: *Francis walked the dog.* ***Ask:*** *Who or what is this sentence about?* (Francis) ***Say:*** *This is the subject.* ***Ask:*** *What words tell what this person did?* (walked the dog) ***Say:*** *This is the predicate. In Chapter 1, we are going to learn how to identify subjects and predicates.*

Academic Vocabulary
Explain to students that Academic Vocabulary words are words that will help them understand how to study English.

Informal Pre-Assessment
Write these words on the board: *remodeling, expanded.* Tell students that prefixes are word parts that come before the word root; suffixes are word parts that come after the word root. ***Ask:*** *What are the prefixes and suffixes of these words?* (*re-, -ing, ex-, -ed*)

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question
Preview The Chapter Focus Question is a question that students will answer after the two reading selections. Students should keep the question in mind as they read.

About the Reading
Vocabulary development Explain that the term *race* in the context of *Half and Half* refers to a group of people who share common physical features.

CHAPTER 1

Objectives
Reading Strategies
Analyze problem/solution; Analyze cause-effect relationships

Listening and Speaking
Role-play a talk show

Grammar
Identify subjects and predicates; Learn word order in sentences

Writing
Write a journal entry about moving to a new place

Academic Vocabulary
analyze | explain
solution | respond

Academic Content
Personal information forms
Migration patterns of butterflies

Chapter Focus Question
How can someone or something be part of a group and also be unique or special?

Reading 1 Literature
Short story (excerpt)
Half and Half
Lensey Namioka

Reading 2 Content: Geography/Science
Informational text: Article
The Monarch Migration

Half and Half

About the Reading
You are going to read a short story about a girl named Fiona Cheng. Fiona's father is Chinese, and her mother is Scottish. In this story, Fiona is confused about who she really is.



Differentiated Instruction • Use Prior Knowledge

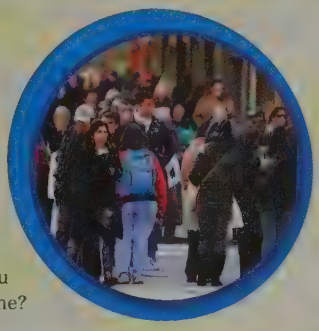
Scaffolding
Make sure students understand what a "column" is in the KWL Chart. Draw a chart and show that each vertical section is called a "column." Have students review each column head. Read the question under each head together. ***Ask:*** *How do you restate the topic in your own words?* Ask students to list things they know about themselves in the first column. Some students may find it challenging to complete the second column. Give them time to think about what they would like to know about themselves, their families, or their country of origin.

Extension
Model a map activity that shows the home country and region of a volunteer from the class. Point to the region on the map. If possible, use the Internet or other sources to present descriptions and pictures of this location. ***Ask:*** *What does learning about your home region tell you about the group you belong to?* (Responses will vary.) Encourage students to find their own place of origin on the map and find information about this place. Discuss how learning about their home region can help students come together as one with their group.

Before Reading 1

Build Background

Public Document: People in the United States



Every 10 years, the U.S. government takes a **census,** or counts all the people in the United States. The government asks people to fill out a form with different types of information. The U.S. Census form, and many other forms and applications, ask for information on one's race, or the group a person belongs to.

The chart below shows information on race from the U.S. Census in 2000. What does the chart tell you about the **population** of the United States at that time?

Population of the United States in 2000

Race	Number of People	Percentage of Total Number of People
Total Population	281,421,906	100.0
People of One Race	274,595,678	97.6
People of Two Races	6,368,075	2.2
People of Three or More Races	458,153	0.2

Use Prior Knowledge

Connect to Self

In this story, Fiona Cheng thinks about the question *What* am I? How would you answer this question? To help you answer this question, make a **Know/Want to Know/Learned (KWL) Chart.**

Topic: What Am I?

Know What do I already know about the topic?	Want to Know What do I want to know about the topic?	Learned What did I learn about the topic?
I am Mexican American.	What part of Mexico are my parents and grandparents from?	My parents are from Mexico City. My father's grandparents are from Guatemala.

1. Copy the chart. Write the **topic** in the top box.
2. Write the things you **know** about your background in the first column.
3. Write the things you **want to know** in the second column.
4. Find the information you want to know. Talk to your family members. Do research on the Internet. Then write the things you **learned** in the third column.
5. Talk with your classmates about what you learned. How is each of you special?

Math Connection

Graphic organizer Review how to use the **KWL Chart.** Point out what a "row" is on the chart. Show that so far, only a single row has been filled in. Make a KWL on the board with several empty rows. ***Ask:*** *What else do you already know about yourself and the group you belong to?* (Responses will vary.) Fill in column 1 of the empty chart with the students' reponses. Then go on to column 2 and have students say what they would like to know about each topic.

Language Transfer and Interference

Spanish cognates Identify cognates that have similar words in Spanish, Portuguese, French, Italian, and other languages throughout the text, such as *causa/cause* and *efecto/effect.* As you read the text aloud, ask your students to raise their hands if they think they have heard a cognate. Write the word on the board. Keep a two-column list of cognates with non-English words on one side and their English equivalents on the other. Transfer cognate pairs to a Cognate Poster for classroom display. Be sure to verify all cognate pairs before adding them to the poster.

Build Background

Public Document: People in the United States

- **Preview** ***Say:*** Background information *is information that will help you understand what you read. It is knowledge that will make the information in the reading clearer. A* public document *contains official information from a government or other large organization.*
- **Preteach** Determine what students know about a census. ***Ask:*** *How do we know how many people live in the United States? We count them!* ***Say:*** *We call this special count a census. The government counts the number of people in the country. The U.S. government has a census every ten years.*
- **Teach** Use the chart to elicit discussion of the unit theme "together as one." Point to the percentage column. ***Ask:*** *What does 100 percent mean?* (the whole group) *What does 97.6 percent mean?* (the part of the whole group that is one race) Point out that different races make up the total population and that individuals make up each racial group.

Reading Fluency

Repeated Reading Build Background questions

Answer
More people claimed to be one race than claimed to be more than one race.

Use Prior Knowledge

Connect to Self

- **Preview** ***Say:*** *Prior knowledge is something that you already know. Using your prior knowledge will help you understand what you do not know when you read.*
- **Prepare** Have students work in pairs to brainstorm questions they can ask family members about their personal backgrounds. Have students interview their relatives and do Internet research. Students should compile notes from their interviews. ***Say:*** *You can use these questions to get started: What country or countries are we from? What is unique about the country? Do we still have family or friends there? What Internet sources can I use to find information about these countries?* (Answers will vary.)

Sample Answers
Students may list individual skills, qualities, and abilities as ways in which each person is special. Students are all one because they are part of the same class, team, and country.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

category *(group, class, sort, type, kind)*
outsider *(stranger, foreigner, outcast, alien, visitor, guest)*
race *(heritage, nation, people, tribe, line)*
sort *(divide, classify, arrange)*

Use the **Word Web**. Write one of the Key Vocabulary words in the center box. ***Ask:*** *What other words have the same or a similar meaning as this word?* Write other words in the "spokes" of the word web. Instruct students to make word webs for the other Key Vocabulary words.

- **Word recognition** Have students identify the different meanings of the multiple-meaning Key Vocabulary words *race* and *sort*. ***Say:*** *In this story,* race *means a group of people who share common features, such as hair, skin color, and so on. As a verb, or action word,* sort *means to put in order or arrange in groups or categories.* Have students look up other meanings for these words in a dictionary.
- **Relate to personal experience** Ask students to think about a time they sorted something into categories. (laundry, tools, books, etc.) ***Ask:*** *What categories do grocery stores use to sort food?* (fruits, vegetables, meat, dairy, cereals, etc.)

Practice Vocabulary Answers
1. a; 2. a; 3. b; 4. a

Use Vocabulary Sample Answers
1. An outsider feels that he or she does not fit in with others. Problems may include having different clothing, speech, interests, and tastes.
2. Categories for animals include bears, cats, dogs, and rabbits. Categories for food include vegetables, starch, meats, and dairy.

Checkpoint Sample Answers
1. You can sort books, shapes, clothes, etc.
2. Categories for clothes include "types of pants," "types of shoes," "warm weather clothes," "rain clothes," and so on.

Before Reading 1

Key Vocabulary
- category
- outsider
- race
- sort

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context (the words around the highlighted word) to figure out the meaning of the word.

1. To which **category** do butterflies belong—birds or insects?
2. I feel like an **outsider** when I don't understand the language that people around me are speaking.
3. People from different parts of the world have moved to the United States. Today, the U.S. has people of many **races**.
4. When you do laundry, you should **sort** your clothes by color—whites, dark colors, and light colors.

Practice Vocabulary Which sentence shows the meaning of the Key Vocabulary word?

1. **race**
   a. Fiona is half Scottish and half Chinese.
   b. Fiona likes Italian food.
2. **outsider**
   a. The new student isn't part of our book group.
   b. The new student is part of our book group.
3. **sort**
   a. Carlos groups the fruit and the vegetables together.
   b. Carlos separates the fruit from the vegetables.
4. **category**
   a. Students take different types of classes, such as math, English, science, and social studies.
   b. Students usually take six classes a year.

Use Vocabulary Independently

1. Discuss problems an **outsider** might have.
2. Name **categories** for animals and food.

Checkpoint
1. What is something you can **sort**?
2. Name **categories** for clothes.

Vocabulary Log | Workbook page 29 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Draw icons students can use to remember Key Vocabulary words. For *outsider* draw a box with several x's inside and a single x outside of the box. For *category* draw a box containing x's, a box containing o's, and so on. For *race* draw an eye, a nose, hair, and so on. For *sort*, draw the symbols 123 and abc within boxes.

Go over each icon. For example, for "outsider" ***Ask:*** *How does the symbol show an "outsider?"* (One x is not included with the others.) Have students draw each icon. Encourage them to explain the icons in their own words to show they understand the meaning of the words.

Extension

Point out that items in one group can be *sorted* into different *categories*. For example, clothing can be sorted by color, style, fabric, cost, or use. *Race* can be sorted by place of origin, features, skin color, hair color, and so on. *Outsiders* can be sorted by where they come from, why they are different, why they are the same, and so on. For sorting practice, have students sort a group of celebrities by race and other attributes. (sports, movies, politics, etc.)

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
analyze *verb*	to think about or examine something in order to understand it	The doctors **analyzed** the X-ray.	
solution *noun*	an answer to a problem; a way of coming up with the answer	Jaime found the **solution** to the math problem.	

Draw a picture and write a sentence for each word.

Reading Strategy

Analyze Problem/Solution

Stories are often about characters who have a problem. The characters think about different ways to solve the problem. They may gather information by talking with others. Then, they choose a **solution** that feels "right" to them. As you read, think about the possible **solutions** Fiona might choose. Also, **analyze** how the situation and characters' traits affect the way in which Fiona looks for a **solution** to her problem.

1. As you read *Half and Half,* think about what Fiona does to find a **solution** to her problem.
2. After you read *Half and Half,* you will complete the Problem-Solving Think Sheet.

Problem-Solving Think Sheet	
1. What is Fiona's main problem?	
2. What information does the author give about the problem?	
3. What information do you already know that may help find a **solution**?	
4. What are three possible **solutions** to the problem?	
5. Which do you think is the best **solution**? Why?	

Checkpoint

1. Use the word **solution** in two sentences.
2. Tell the steps someone might take to find a **solution** to a problem.

Home Connection

Deliver oral summary Have students speak with family members about the group(s) their family members belong to. Have them ask how people in those groups share information, traditions, and help one another. Then students can share what they learned from their family in class. Questions for students might include: How does your group get together? What kind of customs or traditions does your group have? How do group members help one another?

Science Connection

Define vocabulary and concepts Display pictures of two groups of creatures with wings: birds and insects. Have students say how they are similar and different. (they both have wings; one has feathers, the other doesn't, etc.) Explain that scientists sort these creatures into two categories: birds and insects. Then divide the class into small groups. Have each group categorize the creatures two other ways and share the results with the entire class.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

analyze *(examine, study, investigate, scrutinize, evaluate, consider)*

solution *(explanation, resolution)*

Use the **Word Squares**. Write one of the Academic Vocabulary words in the top left column. Have students assist you in filling in the other columns. Then instruct students to copy the chart and complete it on their own.

- **Vocabulary development** ***Ask:*** *When your cell phone won't work, how do you figure out what the problem is?* (turn phone off, check battery, etc.) *How does this help you find the answer to the problem?* (It helps you see where the error is.) Explain to students that this is an example of *analyzing a problem* to find a *solution.*
- **Paired discussion** Have students work in pairs to complete their pictures and sentences. Stress that students should focus on expressing the idea of the word well in their drawings, not on how well they draw.

Reading Strategy

Analyze Problem/Solution

- **Preteach** Review some problems that students face in their own lives. ***Ask:*** *What is a problem you have faced recently? How did you find a solution to this problem?*
- **Teacher modeling** Write vocabulary words on white paper using a yellow marker. ***Say:*** *My problem is that it's hard to read these words.* Analyze possible causes. (wrong paper, wrong marker thickness, etc.) *How could I solve the problem?* (use a darker marker) ***Say:*** *Story characters solve problems in a similar way. They identify a problem, analyze it, and try to think of a solution.*

Checkpoint Sample Answers

1. Not every problem has a good solution. My solution is to start my homework when I get home.
2. (1) analyze (think about) the problem; (2) think of different solutions; (3) choose a solution that works best

Text Genre

Short Story

Preteach vocabulary ***Say:*** *A genre is a type of writing. Two different genres are fiction and nonfiction. Writing about things that really happened is nonfiction. Writing about things that did not really happen is fiction. Some examples of fiction writing are novels and short stories. A short story is shorter than a novel.*

Meet the Author

Lensey Namioka

- **Explain author background** The author's father worked in China on a way to write Chinese words using English letters. Mr. Namioka used this system to create the unique name *Lensey* for his newborn daughter. The name uses sounds from the Chinese language, but it is not actually a Chinese word. Inform students that when they encounter unfamiliar words in the story, they can sound them out in the same way that Lensey Namioka's father sounded out his daughter's name.
- **Map skills** Ask students to find China in an atlas by using the index. They can also locate China on a world map or globe.

Reading Fluency

Paired Reading Meet the Author

Reading Focus Questions

- **Preview** Explain that students should think about the Reading Focus Questions as they read *Half and Half.* They will revisit the questions after reading the selection.
- **Teacher think aloud** ***Ask:*** *What does it mean to be an individual? I know the word* individual *means one person. As I read this story, I will think about what it means to be in a group and what it means to be an individual.*

Sample Answers

1. [illegible] how the two "halves" of her family [illegible] one to make her a unique person.
2. The author's purpose is to entertain the reader.
3. Being part of a group doesn't mean you need to be the same as everyone else in the group. Each group is made of individuals who may share something in common, but who are all unique.

Checkpoint Answer

The purpose of a short story is to entertain the reader.

Before Reading 1

Text Genre

Short Story

Half and Half is a **short story.** A short story is **fiction,** a type of writing in which the story is created by the author. A short story tells about an imaginary person or people. The purpose, or reason the author tells the story, is to entertain the reader. The author wants the reader to enjoy the story and to think about the ideas in the story.

A short story is usually brief. It has these features. Look for these features as you read *Half and Half.*

Short Story	
characters	people in the story
setting	time and place of the story
plot	series of events in the story
theme	meaning or message of the story



Meet the Author

Lensey Namioka was born in China. She moved to the United States when she was nine years old. She remembers what it was like when her family moved to the United States. Namioka has a Japanese last name because her husband is Japanese. She likes to write books about young people with interesting backgrounds.

Reading Focus Questions

As you read *Half and Half,* think about these questions.

1. How does the reading relate to the theme "Together as One"?
2. What do you think is the author's purpose for writing *Half and Half*?
3. How can someone be part of a group and still be an individual?

Checkpoint
What is the purpose of a **short story**?

Workbook page 31
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Help students anticipate what they are about to read by writing PACTS on the board. PACTS stands for Plot, Action, Character, Theme, and Short. ***Say:*** *In a short story you have a* Plot *that involves a series of* Actions *taken by* Characters. *These actions reveal a* Theme, *or meaning of the story. These story parts are all featured in a* Short *text.*

Extension

Read a very brief short story aloud to the class. When you have finished reading, write a chart on the board with heads "Setting," "Characters," "Plot," and "Theme." Have students copy the chart and fill in the columns with brief descriptions of each short story element. Discuss the elements in class.

Reading 1
Literature

Half and Half

by Lensey Namioka



1 "Your form isn't complete, Fiona," said the **recreations** director. "I can't let you **enroll** in the folk dancing class until it's completely filled in."

2 The recreation center is located at the park not far from my school. For years the center had been used for adult education classes, such as pottery and language lessons. Recently the building was **remodeled** and **expanded**, and they started having classes for young people, too.

3 When I heard there were folk dancing classes, I immediately went over to enroll. I had never filled out one of their forms before, and I didn't know what the director meant by the form not being completely filled in. I looked it over again.

4

Name:	Age:	Address:	Class:
Fiona Cheng	11	2134 Hillside Blvd. E. Seattle, WA	Folk Dancing

5 It looked good to me.

6 "You didn't check a box for **race**," she said. "To get government funding, we have to let them know how many kids we have in each of the **race categories**."

7 This was a problem I'd **bumped into** before, but I still wasn't sure how to handle it. I took the form from her. "I'll finish it later," I **muttered**, and quickly left the recreation center.

Reading Strategy

Analyze Problem/Solution What is Fiona's problem? Why is it a problem?

Reading Check

1. **Recall details** Why does Fiona need to fill out a form?
2. **Relate to own experiences** What forms have you filled out?

recreations fun things to do, such as sports or hobbies
enroll join officially
remodeled made over or redone
expanded made larger
bumped into came across
muttered spoke unclearly or quietly

Classroom Management

Respond to relevant questions You may want to have students read the story more than once. On the first reading, students can read chorally and answer the Reading Focus Questions. On the second reading, students can read individually and focus on the Checkpoint and Reading Strategy questions. Tell students to copy the questions, then revisit the text after they read and find the answers in the story. After the second reading, review the answers as a class.

Reteach and Reassess

Identify literary elements Write the short story terms (characters, setting, plot, theme) as heads on the board. As a class, list each element for the short story *Half and Half* as the students read. For setting, write "time" and "place" as subheads. For characters, write "main character" and "supporting characters" as subheads. For the plot, write "problem characters faces" and "steps taken to solve problem" as subheads. For the theme, write "story meaning" as a subhead. For each category, ask questions such as: *Where does the story take place? When does the story take place?* (setting) Write the students' responses beneath each head.

Half and Half, from *Half and Half* by Lensey Namioka. Copyright © 2003 by Lensey Namioka. Used by permission of Random House Children's Books, a division of Random House, Inc.

Student Edition pages: 9–15; **Description of change:** One chapter of book used; **Rationale:** Fit

Read the Selection

CD 1, Track 2 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Ask students to make predictions about the story based on the title. (Sample answer: It is about a character who is half one thing and half another.)
- **Echo reading** Read each paragraph aloud. Then stop and have students reread the paragraph as an echo.
- **Writing convention preview** Students will learn about using a colon with lists on Workbook page 39. Have students make a list on the board of the choices Fiona had. Then write this sentence. *Fiona had these six choices: White, Asian, Black, Hispanic, Native American, Other.* Tell students that the colon tells them to watch for a list of items.

Reading Fluency

CD Assisted Reading "Half and Half," paragraphs 1–3

Reading Strategy

Teacher modeling Model a sample response to the question. ***Say:*** *The teacher said that Fiona did not check the box for race. I read earlier that* race *means your background and heritage. From this you can analyze Fiona's problem. What do you think it is?* (Students should see that she is having trouble with this question.)

Reading Strategy Sample Answers

Fiona's problem is that her form isn't complete. She didn't check a box for race. This is a problem because she can't get into in the folk dancing class until she has filled out her form completely.

Reading Check Answers

1. She needs to complete a form to enroll in the class. The recreation center needs to give the forms to the government to get funding for its classes.
2. Sample answers: school registration forms, after-school sports program forms, field trip forms.

Read the Selection

- **Preteach vocabulary** Explain that the word *capital* refers to a center or important place; in this case, Seattle is an important place for coffee. Identify *teeny* as a slang term that was originally coined in the phrase *teeny-tiny*. *Teeny* is used to stress how small something is.
- **Choral reading** Choose two students to read each paragraph on the page out loud with you.
- **Interpret the image** ***Say:*** *Describe the picture of the girl and her mother. Does Fiona look like her mother?* (No, they do not look a lot alike.) *How does this add to Fiona's problem?* (She does not know which race she identifies with more strongly, and she does not get a clear answer from her mother.)
- **Vocabulary development** ***Say:*** *Look for the word* weirdo *in paragraph 9. What words give you a clue to its meaning?* (outsider; who didn't belong anywhere) *How can you tell from these clues that Fiona is uncomfortable about her mixed race?* (She feels like an outsider; she wants to fit in like everyone else.) Ask several students to use *weirdo* in a sentence.
- **Grammar preview** Ask several students to create sentences about what they like to do, and write these on the board. Ask students to identify *who* does or likes each thing. Then ask them what the action (predicate) is.

Reading Strategy

Character ***Ask:*** *If students are different, does that mean they are weirdos? Why or why not? Do you think that Fiona feels it is all right to have unique qualities? Explain your answers.* (She does not feel that it is all right; she is very upset about it.)

Reading Strategy Answers
She can check "White," "Asian," or "Other." She is having a hard time making a choice because she's not completely white or completely Asian. She doesn't want to check "Other" because it would make her feel like an outsider.

Reading Strategy

Analyze Problem/Solution What are Fiona's choices for solving the problem? Why is Fiona having a hard time making a choice?



[8] On the way home, I tried to decide on the best way to complete the form. I had to check one of the boxes that said, "White," "Asian," "Black," "Hispanic," "Native American," or "Other." None of them would be right, though, because I'm not any one of those things. I'm half and half: my father is Chinese and my mother is Scottish. I couldn't just check either "White" or "Asian" since I'm half of each.

[9] I suppose I could have checked the box for "Other," but I didn't want to. It would make me feel like an **outsider**, a **weirdo** who didn't belong anywhere. I wanted to fit in like everyone else. Why didn't they have a box for people like me, who were half and half?



[10] When I got home, Mom was in the kitchen, pouring herself a cup of tea. She teaches math at the university, so she's often home in the afternoon. She drinks tea instead of coffee, even though we live in Seattle, the nation's coffee capital. Tea is cheaper than coffee since you can use the bag over again. You see, Mom is very **thrifty**.

[11] She says it's because a mathematician's aim when proving a **theorem** is to use as little as possible to prove as much as possible. In other words, you always spend a teeny bit to get a whole lot. After doing this for years and years, you wind up being ver-r-r-y thr-r-r-ifty.

[12] I took a seat at the kitchen table. "Mom, what am I?" I asked.

[13] She **frowned**. "What do you mean? You're Fiona Cheng, last time I looked."

[14] "I'm not asking you who I am," I said. "I'm asking you what I am."

weirdo a person who seems strange
thrifty careful about spending money
theorem an idea in math that can be shown to be true
frowned had a look of disapproval on her face

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 8 aloud as students listen. Draw a form on the board like the one Fiona had to fill in. ***Say:*** *Imagine you have to fill out this form. Would you have problems with it?* (Responses will vary.) Urge students to try to understand how Fiona feels about the form. ***Ask:*** *What is hard for Fiona here? Does she not know what her race is? Or does she have trouble deciding who* she *really is?* (has trouble deciding) *Why is it hard for Fiona to decide who she really is?* (because it makes her feel like a "weirdo")

Extension

Have students bring in free community forms from various places, such as community centers, banks, government offices, the post office. Have students work in small groups to compare their forms. First, have them note the form's purpose: Why would someone fill out the form? Have them notice what information each form requires. If similar information is asked for on more than one form, ask students to look at how the information is requested. Are there differences in the wording even if the information is basically the same? Have students suggest ways to make the forms easier or clearer for the public to use.

15 "What brought this on?" asked Mom, sipping her tea and looking at me over the rim of the cup. I think she suspected that the problem had something to do with our family being **racially mixed.** It's not something the two of us often discuss.

16 I told her about the form I had to fill out for the folk dancing class. Mom didn't answer right away. The **expression** in her **hazel** eyes didn't tell me much. "Why not check two boxes, one for 'Asian' and one for 'White'?" she suggested after a while.

17 "I don't think they'll accept that," I sighed. Suddenly I became angry. "Why do grown-ups always have to **sort** people into boxes anyway?"

18 "They like to do that, don't they?" said Mom. "But you can't always **sort** people by the way they look."

19 To be honest, though, I **sorted** people, too. Whenever I met another racially mixed kid for the first time, I thought about **percentages.** I said to myself, "Let's see ... 65%/35%," meaning that he looks 65% one **race** and 35% another. Later, when I got to know the person well, I'd forget about the percentage business for the most part. But it was a **tough** habit to break completely. Maybe I get it from Mom's love of mathematics.



racially mixed of more than one **race**
expression way of appearing or looking
hazel greenish brown
percentages amounts that are parts of 100
tough difficult

Reading Strategy

Analyze Problem/Solution What **solution** does Fiona's mother offer? Evaluate the **solution** against the information about Fiona's problem in paragraphs 8 and 9. Does it solve her problem? Explain.

Reading Check

1. **Recall details** What kind of work does Fiona's mother do?
2. **Make inferences** Why do you think Fiona thinks about percentages when she first meets racially mixed kids?
3. **Identify cause for character action** Why does Fiona's mother suggest checking two boxes? Why doesn't Fiona want to check them? Use your knowledge of character traits to support your answer.

Classroom Management

Making connections This is a sensitive area for some students and might create a difficult situation in the classroom if students focus on the race issue personally, as though they are being asked to choose like Fiona. Discussions should focus on the conflict within the story, while being careful not to create conflict in the classroom. Unlike the form Fiona is asked to fill out, some forms use the term "White, not Hispanic." If possible, discuss these issues after reading the story, so students can discuss race within a safer context and in a less threatening manner than being confronted with race in a personal context.

Writing Strategies

Connect to personal experiences Have students practice how to write about personal experiences. ***Say:*** *Suppose you want to write about a time when you asked someone for advice. How would you organize your writing?* Students must first think back on their experiences. When did they ever ask someone for advice? Whom did they ask, and what advice did they receive? Help students think about choosing the most important events, ideas, and details to write about. Make sure that they include: (a) the question they asked; (b) the advice they received; (c) whether or not they carried out the advice; and (d) what happened as a result.

Read the Selection

- **Tapping reading** ***Say:*** *I will start reading this page. If I tap you on the shoulder, start reading with me.* Start reading paragraph 15. Tap the shoulder of a new student for each paragraph.
- **Interpret the image** Have students use the image to determine what Fiona's mother may be thinking and feeling. ***Say:*** *Look at the picture. What do you think Fiona and her mother are talking about?* (the form) *Why is her mother frowning?* (Fiona's mother thinks the form is a problem. She wants to help her daughter but does not approve of sorting people into categories.)
- **Vocabulary development** Point out the word *race* in paragraph 19. ***Ask:*** *What two different meanings can* race *have?* (It means a running contest and a grouping of human beings according to certain characteristics.) ***Ask:*** *How can you use clues in the story to figure out the correct meaning?* (Fiona thinks about people who are racially mixed.)
- **Grammar preview** Point out the full sentence *I sighed* in paragraph 17. Students will cover the subjects, predicates, and full sentences in the Workbook on pages 41–43.

Reading Strategy

Explain reasoning ***Say:*** *Fiona asks her mother, "Why do grown-ups always have to sort people into boxes anyway?"* (paragraph 17) *No one can easily answer the question for Fiona. What would you say to her?* (It's a quick way to figure out who a person is; unfortunately, it is also unfair and usually not accurate.)

Reading Strategy Answers
Fiona's mother suggests checking both the box for "Asian" and the box for "White." Her mother might suggest that because it is the most accurate answer. As a mathematician, she is interested in finding the most accurate answer. Fiona doesn't follow her mother's suggestion because she doesn't think the recreation center will accept that answer.

Reading Check Answers
1. She teaches math at a university.
2. She tries to guess what percentage of each race they are because she likes accurate answers, like her mother.
3. Fiona's mother believes checking both boxes is the most accurate solution; she probably thinks this way because she is a mathematician. Fiona doesn't think the recreation center will accept that solution; she disagrees with the need to sort people into categories.

Read the Selection

- **Preteach vocabulary** Make sure that students understand the words *secret* (unknown to anyone), *shameful* (embarrassing, humiliating), and the phrase *tight spot* (difficult situation). Invite volunteers to role-play how to do something automatically.
- **Paired reading** Have students form pairs and read to each other. Tell one student to read paragraph 20 and the other student to read paragraphs 21 and 22.
- **Interpret the image** ***Say:*** *Look at the picture of Fiona and her father. Compare this picture with the two pictures of Fiona and her mother on pages 10–11. Does Fiona look more like her mother or her father?* (her father) *Do you think the way she looks will help Fiona decide which box to check? Why or why not?* (Sample answer: Just because Fiona looks more like her father that doesn't mean she considers herself Asian.)
- **Grammar preview** Point out the full sentence *He writes and illustrates children's books* in paragraph 20. Students will cover this grammar topic in the Workbook on pages 41–43.

Reading Strategy

Apply the strategy ***Say:*** *Think about Fiona's situation. She has gone to her mother with a problem. Her mother has been helpful, but Fiona still doesn't know what to do. So Fiona's situation has not really changed much.* ***Ask:*** *How can these facts help you answer the questions?* (The problem hasn't been solved by Fiona's mother, so Fiona seeks help from someone else—her father.)

Reading Strategy Answers
Fiona goes to see her father because she wasn't satisfied with her mother's solution to her problem. Fiona needs help finding a solution that she is comfortable with



20 Since Mom wasn't any help, I went upstairs to Dad's studio. He writes and illustrates children's books. His best-known books are a series about a dragon living in ancient China. Dragons are supposed to do all **sorts** of good things, like bringing rain to lands suffering from **drought**. But Dad's dragon is secretly scared of water, and just about everything else, too. So how can his dragon present a **majestic** and fearsome image to the world while **preserving** his shameful secret? Each of Dad's books puts his dragon in a tight spot, but the dragon always manages to get out of it somehow.

Reading Strategy

Analyze Problem/Solution Why does Fiona go to see her father? What kind of help does she need? Use your knowledge of Fiona's situation and motivation to support your answer.

21 I knew Dad was working on the illustrations for his latest dragon book. Normally I don't like to interrupt him, but this time I needed help.

22 Dad looked up from his drawing board and placed a large sheet of paper over the picture he was working on. He always does this **automatically** whenever anyone comes in while he's in the middle of something. He hates having people look at his work before he's satisfied with it.

drought a period of time with little or no rainfall
majestic spectacular; grand
preserving guarding or protecting
automatically without thinking about it

Differentiated Instruction • Reading Comprehension

Scaffolding

Help students to understand that Fiona's father is deeply involved with his Asian heritage. ***Ask:*** *What does Fiona say is her father's job? Read the line from the story where you found the answer.* (paragraph 20: He writes and illustrates children's books.) *What types of animals does he draw? Read the paragraphs from the story where you found the answer.* (paragraphs 20–21: He draws dragons.) ***Say:*** *Dragons are make-believe creatures. Dragons are an important part of Asian culture. This suggests to us that Fiona's father is deeply involved with his Asian culture.*

Extension

Ask: *What does Fiona's father do with his picture when Fiona enters the room?* (He covers it up.) *Why does he do this?* (He doesn't want people seeing his work before it's just right.) *What does this tell you about Fiona's father as a character?* (That he's very serious and careful in what he does.) *How do you think Fiona's father will respond to her problem?* (He will be serious, careful, and thoughtful.)

23 "**What's up,** Fiona?" he asked.

24 I asked him the same question I had asked Mom. "I have to fill out a form for the folk dancing class, and they want to know what **race** I am. Should I check the box for 'Asian,' or the box for 'White'?"

25 Dad looked at me. His eyes are a dark brown, just like mine. "Would it bother you to check the box for 'Asian'?" he asked.

26 "Of course it wouldn't," I said quickly. I've always known that I look more Asian. I have my dad's brown eyes, straight dark hair, and dark skin. By checking the box for "Asian," I would be telling him that I belonged with his people.

27 "It's just that I have to be **accurate**," I told Dad. "The recreation center has to report the number of kids they have in each **race** to get money from the government."

28 "Then you should do whatever feels right to you," said Dad.

29 The problem was that I didn't know what felt right to me.

Reading Strategy

Analyze Problem/Solution What is the first **solution** that Fiona's father suggests? Evaluate the **solution** against the information about Fiona's problem in paragraphs 8 and 9. What is the second **solution**? Does either solution solve her problem? Explain.



Reading Check

1. **Recall details** What kind of work does Fiona's father do?
2. **Recall details** Who does Fiona look like?
3. **Identify cause for character action** Why does Fiona's father suggest checking the box for "Asian"? Why doesn't Fiona like the suggestion? Use your knowledge of character traits and motives to answer.

What's up? informal (social) way of asking, "What are you doing?" "How are you?" "What is happening?"
accurate exact or correct

Home Connection

Understand family origins Have students talk with their families about the countries from which their ancestors originate. Generate a class list of the countries. Then call out the names of the countries. Have students with family connections to each country stand up when the name is called. Explain that from many backgrounds, the class is now together as one.

Contrastive Analysis

Access English Vocabulary/Spelling Have students keep a notebook of new words. Ask them to select at least five words they do not know from the story. Ask them to look up their definitions in a dictionary and write them in their notebooks. Then have them work in pairs to share what they have learned.

Unit 1 • Chapter 1
Reading 1: Literature

Read the Selection

- **Teacher read aloud** Read page 13 aloud. Check for understanding. ***Ask:*** *What box does Fiona's dad first tell her to check?* (Asian) *Why doesn't Fiona want to check this box?* (It wouldn't be accurate.)
- **Interpret the image** ***Say:*** *Look at Fiona's dad.* ***Ask:*** *Do you think Fiona looks more like her father or mother?* (father) *Which box do you think he would check on the form?* (Asian or Chinese)
- **Vocabulary development** ***Say:*** *An idiom is an expression that does not mean exactly the same as the individual words. For example,* "What's up?" (paragraph 23) *does not literally mean* "What is up in the air?" *It means "What are you doing?"* Invite students to share other idioms they know. Define them.
- **Grammar preview** ***Say:*** *In the grammar section, you will learn that every sentence has two parts. The first part of a sentence tells you who or what the sentence is about.* Write the following sentences. *I went to Ron's room. The door opened. Dad's eyes are dark brown.* ***Ask:*** *Who or what is each sentence about?* (I, the door, Dad's eyes) See Workbook pages 41–43.

Reading Strategy

Apply the strategy ***Ask:*** *Does Fiona's father analyze the problem? If so, what solution does he offer?* (He analyzes the problem and asks if she would check the "Asian" box.) *Is this a good solution to Fiona's problem? Why or why not?* (Sample answers: It is not a good solution because it does not tell Fiona what to do. It is a good solution because it helps Fiona determine what feels right for her.)

Reading Strategy Answer
He asks if she would mind checking the box for "Asian." He might respond this way because he is Asian or because Fiona looks more Asian than white. He then suggests that she should do what feels right to her. Neither solves Fiona's problem because she doesn't know what feels right to her.

Reading Check Answers
1. He writes and draws children's books.
2. She looks like her father.
3. She considers checking the box marked "Asian" because her father suggested it and because she looks more Asian than white. She worries about checking that box because that answer isn't accurate.

Read the Selection

- **Preteach vocabulary** Make sure that students understand the words *reddish* (a color that is similar to red), *spurt* (burst), and *confidence* (belief in oneself). Invite volunteers to identify a reddish color and make a drawing to depict *spurt*.
- **Silent with support** Have students read the page silently. When they have finished reading, have them raise their hands. ***Ask:*** *Were there any words or phrases that you did not understand?*
- **Interpret the image** ***Ask:*** *Does Fiona's brother, Ron, look like his father or his mother?* (his mother) *What box on the form do you think he would check?* (the "Other" box)
- **Vocabulary development** ***Say:*** *Look at the word* conscious *in paragraph 31. What context clues—other words in the sentence—help you figure out what* conscious *means?* Guide students to see that Ron is small for his age. He is the same size as Fiona, but he is older. Ron is also sensitive. ***Ask:*** *How do you think these things make him feel about his height?* (easily hurt or upset) Tell students that *conscious* here means "aware." Point out that a more common meaning of *conscious* is "awake."

Reading Fluency

Readers Theatre "Half and Half," paragraphs 34–43

Reading Strategy

Apply the strategy ***Ask:*** *Do you think Fiona's brother will give her good advice? Why or why not?* (Sample answer: Good advice. He's about the same age as Fiona. He knows what she's going through.)

Reading Strategy Answers
Fiona goes to see her brother for advice about which box to check on the recreation center form. She didn't like any of the solutions that her mom or dad came up with



30 There was only one person left to ask: my brother, Ron. He's twelve years old and has reddish hair and much **paler** skin than mine. He takes after Mom. I look about 30% white and 70% Asian, while Ron looks maybe 75% white and 25% Asian.

31 Ron is small for his age, and he's **sensitive** about his size. He's very conscious that he's exactly the same height as me, even though he's a year older. Mom keeps telling him, "Boys get their growth spurt later, Ron. By the time you're sixteen, you'll overtake Fiona in height."

32 That's not much comfort to Ron. If you're twelve, sixteen seems an awfully long way off.

33 Ron used to get **picked on** by some bullies in school, so Dad had him enroll in kung fu classes to give him confidence. Nobody picks on Ron now. But I know he's still conscious of being one of the shortest boys in his class, and more than anything else, he hates being called a **sissy**.

Reading Strategy
Analyze Problem/Solution Why does Fiona go to see her brother?

34 I went up to his room. "Say, Ron, you're signing up for the **kickboxing** team at the recreation center, right?"

35 He looked up from his homework. "Yeah, so?"

paler lighter in color
sensitive easily hurt or affected emotionally
picked on teased or bothered
sissy a cowardly, weak boy or man
kickboxing a sport in which players punch with gloves and kick with bare feet

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *A character's experiences often affect who the character is and what the character does. Ron experienced having other students pick on him. Then Ron learned how to fight back.* ***Ask:*** *How do you think these experiences might affect the advice he gives to Fiona?* (Responses will vary. Typical response will indicate that Ron is tough, so he will supply tough, no-nonsense advice to Fiona.)

Extension

Ask: *Who are the characters in* Half and Half*?* (Fiona, her mother, her father, Ron) *What is the story's setting?* (Seattle, now) *What is the story's theme?* (You can be an individual and still be part of a group.) Have students work in small groups to answer these questions. Compare each group's answers. Discuss any differences as a class and come to a consensus. Write the conclusions on the board.

36 "Have you filled out the form yet?" I asked.

37 "It's filled out and ready to hand in."

38 "Which box did you check for **race**?"

39 Ron looked at me. His eyes are a light brown, not quite Mom's hazel, but not dark brown like Dad's, either. "Let's see ...," he said. "I guess I checked the box for 'Other.'"

40 "And that was okay with you?" I asked.

41 "Why should it?" he asked. "None of the other boxes seemed to fit."

42 "But doesn't that bother you? That anyone who doesn't fit into one of the **categories** on the form is just lumped into 'Other'?"

43 Ron shrugged. "I kind of like it when they can't fit me in a box so easily."

44 It really didn't bother him. Ron didn't mind not belonging. He was perfectly happy to be a loner.

45 If only it was that easy for me.



Reading Strategy

Analyze Problem/Solution What is Ron's **solution** to the problem? What bothers Fiona about this **solution**?

Reading Check

1. **Recall details** What does Ron look like?
2. **Interpret meaning** Ron says, "I kind of like it when they can't fit me in a box so easily." What does he mean?

Language Transfer

Informal language *Half and Half* contains several examples of informal language and idioms, or phrases that don't mean what they say literally. Explain these to the class.

Math Connection

Connect ***Say:*** *Fiona has one brother. How many siblings—brothers and sisters—do people in the class have? Let's take a poll.* Write the results on the board. ***Ask:*** *How many students have zero siblings? One sibling? Two siblings?* Have students write a paragraph that summarizes what percentage of the class has one sibling, two siblings, etc. Have them share and compare results in small groups.

Read the Selection

- **Preteach vocabulary** Point out that *culture* describes the food, music, language, and customs of a country, people, or area. ***Ask:*** *How would you describe the culture of our town?*
- **Tape-record stories** Have students tape-record themselves reading this page aloud. Play the tape for the class. Then ask the class who they think the mystery reader is.
- **Interpret the image** ***Ask:*** *What is Ron saying to Fiona?* (that he checked the box for "other") *How does the family photograph show the theme of Together as One?* (All four unique individuals are members of one family.)
- **Writing convention preview** Have students read the last sentence. ***Ask:*** *What is the punctuation after the word* both*?* ***Say:*** *It is a colon.* Tell students that they will work on this punctuation form in Workbook page 39.
- **Spelling preview** Point out the plural of category in paragraph 42. Explain that nouns ending in "y" (where "y" is the final syllable, not the final letter) can be made into their plural forms by changing "y" to "i" and adding "es". Tell students that they will work on this spelling topic in Workbook page 38.

Reading Strategy

Apply the strategy ***Ask:*** *Based on the advice that Fiona got from her family, how do you think she will solve her problem? Explain why you think so.*

Reading Strategy Answers

Ron checked the box for "Other." Fiona is bothered that anyone who does not fit into one of the categories is lumped into "Other."

Reading Check Answers

1. He has reddish hair, pale skin, and light brown eyes. He looks more white than Asian. He is small for his age.
2. He likes that others can't sort him into a clear category because it shows that he is different, unique, and special.

Apply the Reading Strategy

Analyze Problem/Solution

- **Preteach** Remind students that people often solve problems in steps. First, they think about different ways to solve the problem. Second, they do research or talk to others to gather information. They also use what they already know. Last, they choose a solution that feels "right" to them.
- **Apply** Partner students to complete the Problem-Solution Think Sheet on this page. Have students restate Fiona's problem. Write their responses on the board.

Problem-Solving Think Sheet Sample Answers

1. Fiona doesn't know which box to check on a form for race. 2. She needs the form for a dance class. She is half Scottish and half Chinese. 3. Students ... know mixed race people. 4. Check *White*; check *Asian*; check *Other*. 5. Sample answer: I think the best solution is for her to check the boxes for both *Asian* and *White*. Like her mother said, that is the most accurate solution.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

explain *(show, tell, clarify, describe, explicate)*
respond *(answer, reply, retort)*

Use the **Word Squares.** Write an Academic Vocabulary word in the top left box. Have students assist you in filling in the boxes. Instruct students to copy the model and complete it for each of the other words.

- **Preview** Explain that knowing these words will help students understand the Reading Comprehension Questions on page 17.
- **Understand synonyms** List synonyms for *explain: describe, tell, clarify.* Point out that each synonym has a slightly different meaning. Work with students to supply definitions for each word.

Checkpoint Sample Answer

I respond to good news by celebrating. Good news makes me happy

After Reading 1

Apply the Reading Strategy

Analyze Problem/Solution

Now, complete the Problem-Solving Think Sheet.

1. Review the Reading Strategy on page 7.
2. Copy the Problem-Solving Think Sheet.
3. Look back at the reading. Then answer the questions.
4. Discuss Question 5 with a partner.

Problem-Solving Think Sheet	
1. What is Fiona's main problem? 2. What information does the author give about the problem? 3. What information do you already know that may help finding a **solution**? 4. What are three possible **solutions** to the problem? 5. Which do you think is the best **solution**? Why?	*She doesn't know which box to check on the form.*

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
explain *verb*	to give information about, make clear; to give reasons for	Carl **explained** why he was late.	
respond *verb*	to say or do something because of another action or event	Jessie **responded** to her grades with a big smile.	

Draw a picture and write a sentence for each word.

Checkpoint

How do you **respond** to good news? **Explain.**

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students work in pairs to complete the Think Sheet. Have them search the text for answers and make a list of the information they find. Then have them exchange papers with another pair and discuss their answers.

Extension

Have students complete a **Two-Column Chart** with these headings: Person / Solution. Give an example. ***Say:*** *Fiona's mother has a solution. She says to check two boxes—Asian and White. What do other people suggest? Complete the chart.*

Reading Comprehension Questions

Think and Discuss


Workbook page 32


Independent Practice CD-ROM/Online

1. **Identify a problem** Why can't the recreation director let Fiona enroll in the folk dancing class yet?
2. **Make an inference** Why does Fiona quickly leave the recreation center?
3. **Explain** Why did Fiona talk to her mother, father, and brother? How did she **respond** to each person's advice?
4. **Analyze** Why isn't it as easy for Fiona to find a **solution** as it was for Ron? **Explain.**
5. **Connect to theme** Why do you think the author chose the title *Half and Half*? **Explain.**
6. **Connect to self** Think about a difficult problem you once had. How did you find a **solution**?
7. **Revisit the Reading Focus Questions** Go back to page 8 and discuss the questions.

Literary Element

Point of View

Every short story has a **narrator.** The narrator tells what happens. The narrator also provides a **point of view.** The point of view is the way the narrator "sees" the events, so the reader "sees" the events through the narrator's "eyes."

When the narrator is a character in the story, the story is told from the **first-person point of view.** The narrator of *Half and Half* is Fiona. She uses the first-person pronoun *I* when she is telling the story. You view the story through her eyes—from her point of view. The first-person point of view helps you to think and feel what Fiona thinks and feels.

1. How do you know that the narrator is Fiona?
2. Look back at paragraphs 8 and 9 on page 10 of the reading. What is Fiona's point of view?
3. In the first-person point of view, you see the other characters in the story through the eyes of the narrator. What is Fiona's view of her mother and her father? Find examples in the story that show how Fiona views her parents.

Build Your Knowledge

When the narrator is not a character in the story, the story is told from the **third-person point of view.** The third-person pronouns *he, she,* and *it* are used in stories written in the third person.

Checkpoint

1. What is a **narrator**?
2. What is the **first-person point of view**?
3. How does recognizing a character's **point of view** help you to understand a story?


Workbook page 33


Independent Practice CD-ROM/Online

Social Studies Connection

Discuss Social Problems Have students think of problems facing the world today. Prompt students by suggesting problems, such as natural disasters and major conflicts. Distribute newspapers and magazines. Have students create collages about the conflicts they see in the media. ***Ask:*** *How do newspapers, magazines, radio, and TV focus attention on events and form opinions on issues?* (The more media attention, the more important we think a problem is, and vice versa).

Reteach and Assess

Text Genre Have students list and define the features of a short story (character, setting, plot, theme). Prompt students with questions if necessary. ***Ask:*** *Who? Where? What?* Have students identify the author's purpose in writing the story (to entertain).

Reading Strategy ***Say:*** *When we analyze a problem and a solution, we study the problem and decide on the best way to solve it.* Have students write about a problem they have faced. Have them state the problem, think of three possible solutions, and choose the "right" solution.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

The **Reading Comprehension Questions** follow the QAR (Question-Answer Relationship) sequence.

- "Right There": The answer is in one place in the text.
- "Think and Search": The answer is in the text but in more than one place.
- "Author and You": Students need to read the text and combine what the author says with their own experience.
- "On Your Own": Students use their own knowledge to state an opinion or give more information on a topic.

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. Fiona can't be enrolled in the folk dancing class because her form is not completely filled in.

"Think and Search"
2. She leaves quickly to ask her parents for advice.
3. She talks to her family to find a solution to her problem. She analyzes each person's solution to decide if the solution is right for her or not.

"Author and You"
4. Fiona doesn't think that people should be lumped into a category called *Other.* But Ron likes that no one can label him.
5. The author chose the title *Half and Half* because Fiona feels she is half one thing (Asian) and half another (Scottish).

"On Your Own"
6. Answers will vary.

Revisit the Reading Focus Questions
7. Answers are found on page 8.

Literary Element

Point of View

Understand point of view ***Ask:*** *How might the story change if Ron were the narrator? How would it stay the same?* (It would change because Ron doesn't see that Fiona's problem is a problem. The story's events would stay the same.)

Reading Fluency

Repeated Reading Literary Element

Checkpoint Answers
1. A narrator is the person who is telling the story.
2. In the first-person point of view, the narrator is a character in the story.
3. It helps readers to understand how that character thinks and feels.

Bridging Readings 1 and 2

Say: Half and Half *was a short story whose purpose was to entertain. Now we will read an article that will inform you about monarch butterflies.*

About the Reading

Vocabulary development

Word origins ***Say:*** *A* monarch *is a king or a queen. A monarch rules his or her country.* Show students a picture of a monarch butterfly chrysalis. ***Say:*** *Look at this picture. It shows the monarch butterfly before it becomes an adult. At this stage, it is called a* chrysalis. *What do you see around the top of the chrysalis? The special markings are the monarch butterfly's "royal" crown!*

Build Background

California and Mexico

Map skills Display a large map of the continental US and Mexico. Point out the California coast. Now point out the Sierra Madre Mountains in Mexico. Invite volunteers to trace the path between the two points with their fingers. ***Say:*** *Butterflies fly to California and Mexico from all over the US for the winter. Can you guess why?* (They want to escape the cold weather.)

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

adapt *(adjust, get used to, change to fit in)*
climate *(weather conditions, temperature)*
migrate *(move, relocate, travel, journey, voyage)*
originate *(begin, start from)*
survive *(stay alive, endure, carry on, live)*

Use the **Word Web** to brainstorm words with meanings similar to each Key Vocabulary word.

Checkpoint Sample Answer
People wear lighter clothes, use fans and air conditioners, go swimming.

Before Reading 2



The Monarch Migration

About the Reading

In Reading 1: *Half and Half,* a Chinese-Scottish girl looks for a way to make the two halves of her identity one. Now, you will read about butterflies that go on a journey together as "one."

Build Background

California and Mexico



In "The Monarch Migration," you will learn about how monarch butterflies fly to California and Mexico for the winter. In California, the butterflies stay near the coast. In Mexico, the butterflies stay in the Sierra Madre Oriental Mountains. The Sierra Madre Oriental is part of the Sierra Madre Mountains, the main mountain system in Mexico.

Key Vocabulary

adapt
climate
migrate
originate
survive

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence. **Explain** the meaning of the **highlighted** word. Use the context of the sentence to help you.

1. Elena **adapted** well to her new home in the U.S. She learned English and made new friends quickly.
2. Tran doesn't like being cold. He wants to live in a place with a warm **climate**.
3. When big cities become crowded, people often **migrate** to smaller cities and suburbs to find new homes.
4. Our class trip **originated** in Chicago, and it ended in Los Angeles.
5. Plants need water and light to **survive**. Without water and light, they die.

Checkpoint
When the weather turns warm in the summer, what do we do to **adapt** to the warmer temperatures?

Vocabulary Log | Workbook page 34 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Draw a two-column chart on the board. Write "causes" on the top of the first column and "effects" on the top of the second column. Write "catching a cold" in the first column. ***Say:*** *One effect of catching a cold may be a headache, so I'll write* headache *under effects.* ***Ask:*** *What are some other effects of catching a cold?* (fever, runny nose, sore throat) Write these in the second column. Write new causes and ask students for their effects. ***Say:*** *Understanding causes and effects helps us get more from our reading.*

Extension

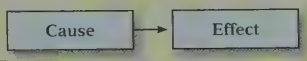
Divide students into groups and have each group research monarch life cycles. Research question can include: *What are the stages of the monarch's life cycle?* (egg, larva, pupa, adult) *How long does each stage last?* (egg: 4 days; larva: 2 weeks; pupa: 10 days; adult: 2–6 weeks) *How many generations live through the year?* (4, the fourth generation winters and returns to lay eggs.)

Reading Strategy

Analyze Cause-Effect Relationships

A **cause** is why something happens. An **effect** is what happens. It is the result. Sometimes there may be more than one cause or effect. Science articles often **explain** cause-effect relationships that exist in science. **Analyzing** cause-effect relationships will help you understand the reading better.

1. Read "The Monarch Migration." Stop after each paragraph.
2. Ask, "What happens to monarch butterflies? Why?"
3. Draw each cause and effect you find in a diagram.



Text Genre

Informational Text: Article

An **informational text** is non-fiction, a type of writing that contains facts, explanations, and examples. The purpose of an informational text is to **inform** the reader about a certain topic.

"The Monarch Migration" is an **article.** An article is a short reading that usually appears in a magazine, newspaper, or book. Look for these features as you read this article.

Build Your Knowledge

A **fact** is a true statement. It can be proved. An **opinion** is a personal belief or viewpoint. It reflects what a person thinks.

Informational Text	
facts	statements that are true
examples	ideas that show or **explain** a fact
captions	short explanations of illustrations

Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Together as One"?
2. What is the author's purpose for writing this article?
3. What is the effect of weather on the butterflies?

Checkpoint

1. Give an example of a **cause** that produces an **effect.**
2. Describe two features of an **informational text.**

Workbook pages 35–36
Independent Practice CD-ROM/Online

Science Connection

Define and clarify Review seasonal changes for students who have not experienced them. Show pictures of students dressed during the different seasons and different activities that they may be doing in each season. Present temperatures for each season in both Celsius and Fahrenheit to help all students access this information. Have students act out how they feel in the extreme cold and hot weathers.

Home Connection

Relate recollections of an event Have students think of a time when they made a big trip with their families. Prompt students by talking about a trip you've made. Have students write sentences about their experiences. ***Ask:*** *Where did you go? Who did you go with? What did you see?* In the next class, students can discuss their trips and share the experience.

Reading Strategy

Analyze Cause-Effect Relationships

Preteach Encourage students to ask *why* questions as they read. For example, when they read about an event, students may ask themselves, "Why did this happen?" Asking *why* questions leads directly to identifying cause-and-effect relationships. In most cases, the reason *why* and the *cause* are identical. For example, ***say:*** *"Why do monarchs fly to Mexico?"* (to escape cold weather). Write: *Cause: cold weather, Effect: monarchs fly to Mexico.*)

Text Genre

Informational Text: Article

- **Preteach** Explain the key difference between a fact and an example. Write: "Monarchs and other animals migrate." ***Say:*** This sentence is a fact. Examples tell more about this fact. Write "Birds, fish, whales, and other insects also migrate." Point out that examples of other animals that migrate explains the fact that was initially given.
- **Identify text features** Ask questions to identify the features of informational text. ***Ask:*** *What is the topic?* (butterfly migration) *Where are the pictures?* (all through the text) *Where are the captions?* (next to the images) Have students identify facts and examples after they read the selection.

Reading Fluency

Reading Words in Chunks Text Genre

Reading Focus Questions

Preview Explain to students that they should think about the Reading Focus Questions as they read "The Monarch Migration." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. The butterflies migrate as a group. They also group together on trees, which protects them from the rain, creates warmth, and prevents them from being blown away.
2. The author's purpose is to inform the reader about the winter migration of monarch butterflies.
3. When the temperature goes below 55°F, the butterflies can't fly. When the temperature goes below 40°F, the butterflies become paralyzed.

Checkpoint Answers

1. Sample answer: When you catch a cold, you can get a headache, body aches, and a runny nose.
2. An informational article has facts (statements that are true) and examples (details that show or explain a fact). It also has captions (short explanations of illustrations).

Read the Selection

CD 1, Track 3 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Ask students to predict what the article will be about. (Sample answer: I predict the reading will be about beautiful butterflies moving from one place to another.)
- **Read silently with support** Have students read page 20 silently. Allow students to ask a neighbor quietly for help understanding vocabulary or confusing sentences.
- **Interpret the image** Tell students to look at the picture. ***Ask:*** *In what season does this take place?* (fall) *How can you tell?* (Leaves are yellow and red.) You may need to explain to students unfamiliar with changes in season that in some parts of the world; leaves change color and fall from trees in autumn as the weather gets colder.
- **Vocabulary development** Review the word *paralyze*. Spanish-speaking students may be familiar with the Spanish word *paralizar*.
- **Writing convention preview** To preview the work students will do with colons and lists, write on the board: *below 55 degrees:* and *below 40 degrees:* As students read, ask them to say what happens to butterflies at these two temperatures, and write this on the board.

Reading Fluency

CD Assisted Reading "The Monarch Migration," paragraphs 1–4

Reading Strategy

- **Teacher modeling** Point out that the first sentences in paragraph 1 contains a cause and an effect. *(Cause: The weather is getting cold. Effect: The butterflies are migrating.)*
- **Pose relevant questions** Have pairs work together to find one cause and one effect on this page. Have them share their questions and answers with the class. (Sample questions: Cause: We feel a chill in the air. Effect: We put on a sweater.)

Reading Strategy Answers
The cause: The butterflies can't fly if the temperature is below 55°F. If the temperature is 39°F, the effect is the butterflies will be paralyzed

Reading 2
Content
Geography/Science

The Monarch Migration

1 It's fall, and millions of monarch butterflies are **migrating** to warmer **climates** for the winter—heading either to the California coast or to certain mountains in Mexico.

2 Monarch butterflies know fall is here the same way that we do; they feel the **chill** in the air. While we **adapt** by putting on a sweater, the situation is much more serious for the monarchs. Temperatures below 55°F make it impossible for them to fly; temperatures below 40°F **paralyze** them. The monarchs **originated** in the **tropics** and can't live for long at temperatures below freezing.

Reading Strategy
Analyze Cause-Effect Relationships What causes the butterflies to be unable to fly?



chill a cold temperature, but not freezing
paralyze not able to move
tropics a very hot region of the earth

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students complete cause-and-effect sentences. Guide them to use the information in each sentence as clues.

1. Because the temperature is cold outside, I __.
2. When the traffic light turns green, cars __.
3. When I made the basket, the crowd __.
4. The light went out because __.
5. Students entered the school when __.
6. I had to pay a fine for the library book because __.

Review the completed sentences. Identify the cause and the effect in each.

Extension

Have students write a paragraph comparing and contrasting how people and butterflies react to cold weather. ***Ask:*** *How do people respond to cold weather? How do butterflies?* (Like butterflies, some people move south during the winter. People and butterflies that remain in cold weather need to protect themselves. People stay warm by wearing warm clothing and staying indoors. Butterflies cluster for warmth.) Have students organize their ideas before writing their paragraphs. After they are done, have students read their paragraphs aloud to the class.

3 At the same time that the air is cooling, the nectar supply that feeds the butterflies is **dwindling**. To **survive**, the insects begin **migrating** in late summer, flying with the wind to reach their winter homes.

4 Up to 100 million monarch butterflies **migrate** either to California or to Mexico each year. (This isn't the entire population.) There are more than 25 winter **roosting** sites in the Sierra Madre Oriental Mountains of Mexico. In both regions, butterflies depend upon trees for their survival. The insects **cluster** in pine and eucalyptus trees along the California coast and in ovamel trees in Mexico.

Reading Strategy

Analyze Cause-Effect Relationships What are the causes of the monarch migration?



Monarch butterfly getting nectar from milkweed



Monarch butterflies clustered in an ovamel tree

dwindling becoming smaller in number
roosting resting or sleeping
cluster bring or come into a tight grouping

Reading Check

1. **Recall details** Where do the monarch butterflies **migrate** to in the fall?
2. **Recall details** What helps the butterflies reach their winter homes?
3. **Make inferences** How do the butterflies know it is time to go on their journey?

Read the Selection

- **Prereading** Preview the picture on page 21. ***Say:*** *Nectar is the sweet sugary juice in a flower. Butterflies and other insects drink nectar.* ***Ask:*** *Why do butterflies need nectar?* (It is their food.)
- **Silent reading with support** Have students read page 21 silently. Allow students to ask their neighbor quietly for help with new words or confusing sentences.
- **Interpret the image** Point out that in Mexico the butterflies cluster only in the ovamel trees that live in the mountains. ***Ask:*** *How might the type of tree that the butterflies cluster in determine where the butterflies migrate to?* (The butterflies migrate only to places where the ovamel trees grow.)
- **Vocabulary development** Point out the different forms of *migrate* on this page. (migrating and migrate) Write *migrating* on the board. ***Ask:*** *Find the root word, the base word.* (migrate) *Now find the suffix, the letters at the end that change the meaning.* (-ing) Point out the other highlighted vocabulary word on this page. (survive) Model for students how to change it to the same form as *migrating*. (surviving) Point out that the silent *e* gets dropped before we add the suffix.

Reading Strategy

Identify multiple causes Guide students to realize there are multiple causes of the butterflies' migration. ***Ask:*** *What are two reasons why the butterflies migrate to California and Mexico?* (They have less nectar. The temperatures drop, and it gets cold.)

Reading Strategy Answers
The causes of the butterflies' migration are the cooling air and the dwindling nectar supply.

Reading Check Answers
1. They migrate to California and Mexico.
2. The winds help the butterflies to reach their winter homes.
3. The butterflies know it is time because the air cools and nectar supply dwindles.

Culture Connection

Making connections Explain that butterflies are important in many cultures. In Japanese culture, for instance, butterflies symbolize rebirth. In Chinese culture, two butterflies together stand for love. ***Say:*** *Symbols from nature are important in many cultures. Now think about your own culture. What symbols are important in your culture?* (Sample answer: The eagle is important in American and Mexican culture.) Have student volunteers share symbols from their cultures. Make a list of student responses on the board. Look for similarities across cultures.

Science Connection

Explain terms Explain Fahrenheit (F) temperatures to students who are more familiar with Celsius (C). Tell students that temperature may be presented in both units of measurement. For reference, tell them that water boils at 100 degrees C, or 212 degrees F. It freezes at 0 degrees C, or 32 degrees F. A moderate outdoor air temperature may be about 21 degrees C, or 70 degrees F. Display a thermometer that has a Celsius scale on one side and Fahrenheit on the other. Show them how to read it. Point out how the two units line up. Ask students to tell the temperature in the room in both F and C.

Read the Selection

- **Prereading** Have students look at the picture at the top of the page. Ask them to think about why butterflies might group like this. What advantages would this grouping give to the butterflies as a whole?
- **Silent reading with support** Have students read page 22 silently. Allow students to ask their neighbor quietly for help with new words or confusing sentences.
- **Interpret the image** ***Ask:*** *How are the butterflies in the picture arranged?* (Their wings overlap each other.) ***Say:*** *A* shingle *is a tile used on a roof to keep out water. Roof shingles overlap to keep water out of the house. Why do you think this butterfly pattern is called a "shingle effect"?* (The butterfly wings look like overlapping shingles on a roof or wall.)
- **Vocabulary development** Point out the word *wintering* in paragraph 5. ***Ask:*** *What is* winter*?* (a season) ***Say:*** Winter *is a noun. It names a thing—a season, a time of the year. We can add -ing to the end of the word to make it into an adjective. Since it is an adjective,* wintering *tells about the noun butterflies. It tells us what kind of butterflies the paragraph will describe. Wintering describes animal behavior in the winter.*

Reading Strategy

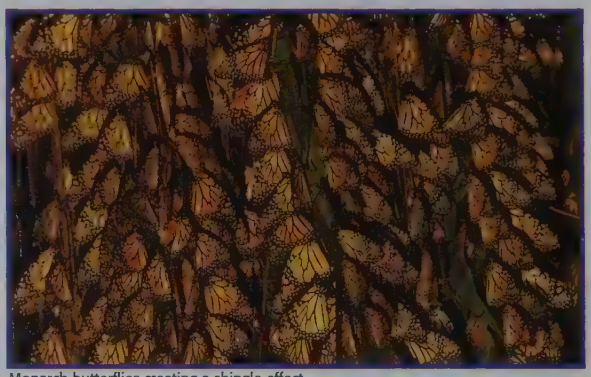
Make an inference Explain that readers often need to infer—or guess—the causes of certain things. For example, in paragraph 6 it says that monarchs often stay in their winter homes until March. ***Ask:*** *What is the cause of monarchs staying in their winter homes until March?* (It gets warmer in March.) Help students make the inference that spring begins in March, so it marks the time that the weather begins to get warmer.

Reading Strategy Answers
Effect #1: The butterflies are protected from the rain. Effect #2: The butterflies create warmth for one another. Effect #3: The butterflies become heavier, so the wind doesn't blow them away.

Paired Reading
Children read orally in pairs by taking turns.

Build Your Knowledge

The information in a reading is sometimes presented in **time,** or **chronological, order.** Events are presented in the order in which they happened. Look at paragraphs 1 and 2. Which season does the author describe? Which seasons does the author describe in paragraphs 5 and 6? Is this reading presented in time order?



Monarch butterflies creating a shingle effect

Reading Strategy

Analyze Cause-Effect Relationships The butterflies cluster together. The cluster has three effects. What are they?

5 Wintering monarchs cluster together. The end result looks like **massive clumps** of feathery orange-and-black grapes. Each butterfly hangs with its wings over the butterfly beneath it, creating a **shingle** effect that **buffers** the bugs from the rain and creates warmth. The weight of the cluster also prevents the butterflies from being blown away.

6 Butterflies stay in their winter homes until about March, when they begin a quick **retreat** to their summer homes, at times traveling as fast as 30 miles per hour.

massive huge
clumps groups or masses
shingle something that overlaps something else
buffers protects or keeps safe
retreat a move back

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Briefly review each genre's characteristics. (Short story/fiction/not true, for entertainment; article/nonfiction/true, gives information). ***Ask:*** *Did the events in* Half and Half *really happen?* (no) *"The Monarch Migration" is about how the monarch butterflies migrate to California and Mexico each fall. Do the events in "The Monarch Migration" really happen?* (yes) Have students identify the features of the genres and purpose of the texts.

Extension

Ask: *What is the theme of* Half and Half*?* (Each individual is special but together they form a group.) *What is the theme of "The Monarch Migration"?* (Each individual is special but together they form a group.) *Can fiction and nonfiction texts both have the same theme? How do you know?* (Yes, they can both have the same theme because the two selections in this chapter have the same theme.)

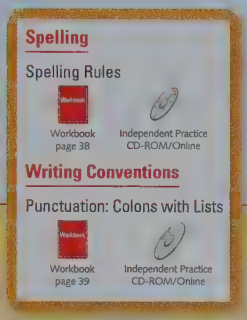
After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What do the butterflies depend on in both regions for their survival.
2. **Distinguish fact and opinion** Identify one fact and one opinion in paragraph 5.
3. **Identify** What is the reason that butterflies can't live for long at temperatures below freezing? Why is this information important in understanding their migration?
4. **Explain** Sometimes people in cold places move to warm places. Is their migration like the migration of the monarch butterflies? Why or why not?
5. **Connect to self** Have you ever had to travel or move from one place to another? Give reasons why a family might move.
6. **Revisit the Reading Focus Questions** Go back to page 19 and discuss the questions.





Connect Readings 1 and 2

You have read two readings on the theme "Together as One." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the readings.

Reading title	What is the text genre?	Is it fiction or non-fiction?	What is the author's purpose?
Half and Half			
The Monarch Migration			

2. With a partner, ask and answer these questions.
   a. The monarch butterflies **migrate** together. They also cluster together. How does working together help the butterflies? How does Fiona's family help her?
   b. The **category** "insects" includes the monarch butterfly and other kinds of bugs. Each kind is unique or special. The **category** "Americans" includes Fiona and other people in the U.S. What makes each person unique?
3. **Revisit the Chapter Focus Question** How can someone or something be part of a group and also be unique or special? Use examples from *Half and Half* and "The Monarch Migration" to answer this question.

Reteach and Reassess

Point of view ***Say:*** *"The Monarch Migration" is told from the third-person point of view. In this point of view, the narrator tells about events that happen not to herself, but to others* (monarch butterflies). Have students write about selection events from the first-person point of view of one of the migrating butterflies. Remind students to use the pronoun *I*. Have students read their stories aloud when they are done.

Home Connection

Make a book Have students make a four-page book of the seasons at home. Ask them to draw a picture of each season, and write a sentence describing the weather. During the next class, they can staple their pages together to form a book.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. They depend on warm temperatures and flower nectar to survive.

"Think and Search"
2. Students should correctly identify one fact and one opinion from the selection.
3. Butterflies need a warm climate to survive. They can't adapt to a cold climate. This information is important because it explains the reason for their migration.

"Author and You"
4. Some people migrate for the same reasons that butterflies do: they move for their health. Other people move to warm places for better jobs, to be with their families, and to relax.

"On Your Own"
5. Answers will vary. Most students will have traveled from place to place or moved to a new place.

Revisit the Reading Focus Questions
6. Answers are found on page 19.

Spelling

Spelling rules Students will learn more about rules for spelling certain words on page 38 of the Workbook.

Writing Conventions

Punctuation: Colons with lists Students will learn more about the correct use of colons with lists on page 39 of the Workbook.

Connect Readings 1 and 2

Compare and contrast ***Say:*** *Both selections have the same theme—"Together as One."* ***Ask:*** *In which story are individuals more important than the group? (Half and Half) In which story is the group more important than individuals?* ("The Monarch Migration")

Sample Answers
1. *Half and Half:* short story; fiction; to entertain. "The Monarch Migration": Informational text/article; nonfiction; to inform about a certain topic.
2. Sample Answers:
   a. Working together helps the butterflies survive. They keep each other warm and protect each other against the wind. Fiona's family helps her by offering her advice and support.
   b. Everyone is unique. Each person has his or her own point of view, based on his or her experience, culture, and personality.
3. All members of a group are not the same. A group can have unique or special members in it. For example, Fiona is American, but she is also Scottish and Chinese. Each monarch butterfly is an individual as well. They cluster together to protect the entire group.

Listening and Speaking

Role-Play a Talk Show

Instructional Routine for Listening and Speaking page Txiii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preview** ***Ask:*** *What is a talk show?* (a TV or radio show where a person called the "host" interviews one or more guests. They talk about a topic of interest to the audience.) ***Ask:*** *If you were the host of a talk show, what guest would you like to interview?* (Answers will vary.) *To prepare for your interview, what would you need to do?* (Make a list of questions students generate.)
- **Preteach vocabulary** ***Ask:*** *What is the person who asks questions in a talk show called?* (host) *What is the person who answers questions called?* (guest) *What is the question-and-answer exchange between a host and guest called?* (interview)
- **Vocabulary review** Remind students to use Key Vocabulary words in their interviews whenever possible.
- **Practice** Have students perform role-plays in pairs before doing them for the whole class. For extra confidence, have pairs write out the role-play as a dialogue and read their "lines" when they perform the dialogue.
- **Listening and speaking strategies** Remind students to make eye contact when asking questions and to pause when waiting for a response. Also remind students that the speaker's voice goes up at the end of yes/no questions in English.

Reading Fluency

Paired Reading Listening and Speaking, first paragraph

Phrases for Conversation

Introducing a Person

Vocabulary strategies When a host introduces a guest, the host should mention something interesting or unusual about the guest, such as a hobby or personal interests. This information helps people who have just met to begin a conversation.

Expressing Point of View

Focus on character Remind students that they are to express the points of view that they think the characters would have, not their own. Encourage them to use the phrases to contrast the different characters whose parts they play.

Listening and Speaking

Role-Play a Talk Show

Phrases for Conversation

Introducing a Person

I want to introduce you to ...
I'd like to introduce you to ...
This is ...

Expressing Point of View

I agree with you that ...
I don't agree with you because ...
In my opinion ...
I see it a different way.

In *Half and Half,* Fiona has a problem. She can't decide what **race** she is. She asks her parents for advice. Each parent offers a different point of view. Role-play a TV talk show with the class. Imagine that Fiona and her parents are guests on the show. Ask them about their views.

1. Work with a group of four classmates. Decide who will play the talk show host, Fiona, her mother, and her father.
2. Prepare for the role play.
   a. HOST: Plan how you will introduce Fiona and her parents. Then plan what you will ask about their points of view. Think of thoughtful questions that will allow the guests to give interesting answers. Write at least two questions to ask each guest.
   b. FIONA AND HER PARENTS: Look back at the reading. Find information that helps you to understand each person's point of view. Make notes on information that may be helpful in answering the questions.
3. Perform the role play for your class. Imagine that your class is the TV audience watching the show.
   a. HOST: Welcome Fiona and her parents to the show. Introduce them to the audience. Then ask your first question. Invite the guest to **respond.** Continue your questioning. Look at the guest you are questioning.
   b. FIONA AND HER PARENTS: Answer each question the way the character might answer it. Use details, examples, and information from the reading or information you already know. Think about the character. What do you think that person would say? Try to give responses that are not too short or too long. Be sure to look at the TV audience as you answer the question.



4. Evaluate the talk show with your class.
   a. How well did the talk show host introduce Fiona and her parents? Did the host ask interesting questions? Did the host look at each guest during the questioning?
   b. How well did the students playing Fiona and her parents answer the questions? Did their answers fit with information in the reading?
   c. Did the talk show help you to understand each character's point of view better? Explain.

Differentiated Instruction • Listening and Speaking

Scaffolding

Read the phrases for Expressing Point of View aloud. Write two column headings on the board: *I agree / I don't agree.* Ask students to give other ways of saying they agree/don't agree, and write these on the board. Have several pairs of students take turns making a statement and agreeing/disagreeing.

Extension

Have students work in small groups. Have them write a list of at least three questions the audience could ask Fiona and her parents. Then have the students role-play asking and answering the questions.

Reading Fluency

Reading Words in Chunks

Good readers read words in meaningful "chunks," or groups. Reading words in chunks helps you to read fluently. Read this paragraph aloud three times.

a. The first time, focus on reading in chunks. Take a short pause after each slash.

b. The second time, focus on reading smoothly. Read at a steady **pace**—not too slow and not too fast.

c. The third time, focus on reading with expression. For example, stretch the words ***very thrifty,*** as Fiona does in the story: ***ver-r-r-y thr-r-r-ifty***.

When I got home, / Mom was in the kitchen, / pouring herself a cup of tea. / She teaches math / at the university, / so she's often home / in the afternoon. / She drinks tea / instead of coffee, / even though we live in Seattle, / the nation's coffee capital. / Tea is cheaper than coffee / since you can use the bag / over again. / You see, / Mom is very **thrifty**.

Vocabulary Development

Dictionary Use: Multiple-Meaning Words

A dictionary entry has many features. It usually includes the word, pronunciation, part of speech, definition, and word origin. Words often have more than one definition because many words have more than one meaning. To figure out which meaning is being used, look at the context, or the words and sentences around the word.

This dictionary entry for **program** gives five definitions. What is the correct meaning of **program** in each sentence below?

1. I watched a nature program on TV last night.
2. The program for the football game gives information on all the players.
3. The recreation center has a free folk dancing program.
4. I programmed the DVD player correctly because I read the directions carefully.

pro·gram \'prō gram\ *n.* **1** any organized project, service, or plan to accomplish a goal **2** a television or radio show **3** a written schedule of events such as for sports or theatre
—*v.* **1** to make up a schedule for **2** to give instructions to a computer or machine. <Mid-17th century. Late Latin *programma*, public notice, from Greek *programma*.>

Build Your Knowledge

Word origins give information about the language and time period that words come from.

The word *counterfeit* originated in the 14th century from the Old French word *contrefaire*, which means *to imitate*. Guess the meaning of *counterfeit* in the sentence *The criminals were making counterfeit money.*

Checkpoint

Find a multiple-meaning word in paragraph 1 of "The Monarch Migration." What is the meaning of the word in that context?

Vocabulary Log | Workbook page 40 | Independent Practice CD-ROM/Online

Classroom Management

Organization and delivery of oral communication Divide students into small groups to practice their role-plays. Students should read their interview questions and responses while the other students listen. Have the listeners give feedback. Are the responses good? Do they answer the questions?

Language Transfer and Interference

Listening and speaking Remind students that it is important to make eye contact when asking and answering questions. Ask them to watch for this eye contact as students perform their role-plays in class.

Reading Fluency

Reading Words in Chunks

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

- **Paired Reading** Children read orally in pairs by taking turns.
- **Reading strategy: punctuation** Tell students to look for clues on how to chunk text. Punctuation, such as periods, commas, and semicolons, helps determine meaningful chunks of words.

Vocabulary Development

Dictionary Use: Multiple-Meaning Words

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

- **Preteach vocabulary** Urge students to focus on how words are used in context. *Figure* on this page is used as a verb (figure out) and means to learn or discover. Used as a noun, *figure* refers to a shape or form. Example: *He drew a square figure.*
- **Reference book features** To understand a dictionary entry better, have students look in the preface of the dictionary for an explanation of the different parts of a typical entry.

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers

1. noun: a television or radio show
2. noun: a written schedule of events such as for a play or a sporting event
3. noun: any organized plan to accomplish a goal
4. verb: to give instructions to a computer

Checkpoint Sample Answers

fall (noun): the season between summer and winter
coast (noun): land near the ocean

Grammar

Sentence Structure: Subject-Predicate

Instructional Routine for Grammar
page Txxxii

- **Preteach** Write a two-column chart on the board with the headings *Who* and *What*. Then write the sentence: *Fiona dances.* ***Ask:*** *Who dances?* (Fiona) *What does she do?* (She dances.)
- **Teach** ***Say:*** *A subject is the word that tells who or what the sentence is about. The predicate includes the verb and words that tell more about the subject. The predicate tells what the subject is or what the subject does.* Write the following sentence on the board: The farmer planted corn. ***Ask:*** *What is the subject in this sentence?* (The farmer) *What is the predicate?* (planted corn) ***Say:*** *If we leave out either the subject or the predicate, the sentence is not complete. It does not express a complete thought.*
- **Practice** Read the sample sentence and have students work in pairs to write original sentences by substituting words or phrases for the subject *she* and the predicate *teaches math at the university.* Have volunteers read their sentences aloud.
- **Apply** Have students compare their answers with a partner. Go over the answers and remind students to ask questions about any answer they do not understand.
- **Extend** Have students share their answers orally with a partner for Use the Grammar Independently before sharing them with the class.

Practice the Grammar Answers

1. The monarch butterflies are beautiful.
2. Fiona asks her mother for advice.
3. The butterflies cluster in trees.
4. Mrs. Cheng looks at the enrollment form.
5. Fiona's dad is Chinese.

Use the Grammar Sample Answers

1. The monarch butterflies migrate each winter. (added predicate)
2. The wind blows the butterflies. (added subject)
3. Fiona's mother pours a cup of tea. (added subject)
4. Lensey Namioka writes short stories. (added predicate)
5. The recreation center offers many classes. (added predicate)

Grammar

Sentence Structure: Subject–Predicate

A **sentence** is a group of words that expresses a complete thought. A complete sentence must have two parts.

- One part is called the **subject.** It names the person, place, thing, or idea that the sentence is about.
- The other part is the **predicate.** It includes the **verb** and gives information about the subject, such as what the subject is or does.

	subject	predicate
Sentence	She	teaches math at the university.

Practice the Grammar Copy the sentences. Draw one line under each subject. Draw two lines under each predicate.

1. The monarch butterflies are beautiful.
2. The butterflies cluster in trees.
3. Fiona asks her mother for advice.
4. Mrs. Cheng looks at the enrollment form.
5. Fiona's dad is Chinese.

Use the Grammar Independently Make each group of words a complete sentence. Add either a subject or a predicate. Say each sentence first, then write it.

1. The monarch butterflies
2. blows the butterflies.
3. pours a cup of tea.
4. Lensey Namioka
5. The recreation center

Sentence Structure: Word Order

In most sentences, the subject comes before the verb. This kind of sentence is in **natural order.**

Natural Order

Subject	Verb	
You	completed	the form.

Differentiated Instruction • Grammar

Scaffolding

Show the subject-predicate construction as a balance scale. Use a simple scale graphic on an overhead transparency. Label *subject* on one side and *predicate* on the other. Label the base *complete thought.* Point out all three key elements of the sentence. ***Say:*** *A complete sentence has a subject and a predicate.* On the subject side of the balance, write *She.* On the predicate side, write *dances.* Read the sentence aloud and ***Say:*** *This is a complete sentence because it contains both a subject* (She) *and a predicate* (dances).

Extension

Have students write the five word groups under Use the Grammar Independently on five index cards, one word group per card. Then have students write the rest of the sentence on another set of index cards. Pair students to work together. Have each student shuffle his or her set of index cards, then hand them to the partner. The partner matches the index cards to make complete sentences. Have students read the complete sentences to each other.

In some sentences, the verb comes before the subject. This kind of sentence is in **inverted order.** Questions are usually written in inverted order.

Inverted Order			
(Auxiliary) Verb	Subject		
Did	you	complete	the form?

Sentences beginning with **here** and **there** are in inverted order.

Here/There	Verb	Subject	
Here	are	the butterflies.	
There	are	roosting sites	in the mountains.

When you change a sentence with **here/there** to natural order, place the subject before the verb and place **here/there** at the end of the sentence. Sometimes, **there** is dropped for the sentence to make sense.

Subject	Verb	*Here/There*	
The butterflies	are	here.	
Roosting sites	are		in the mountains.

Practice the Grammar Identify the subject and verb in each sentence. Then rewrite the sentences in natural order.

1. There are many butterflies clustered in the trees.
2. Will the butterflies **migrate** to Mexico in the fall?
3. Here is the recreation center.

Use the Grammar Independently Write two questions and two sentences beginning with **here** or **there** in inverted order. Then rewrite them in natural order.

Checkpoint

1. What are the two parts of a complete sentence?
2. What are **natural order** and **inverted order**?


Workbook pages 41–44


Independent Practice CD-ROM/Online

Community Connection

Community Organization ***Say:*** *Communities have many groups that make people feel "together as one." These groups include school organizations, Scouts, church groups, clubs* (gardening), *sports teams, theater groups, and so on. Think about your community.* ***Ask:*** *What are some of the important groups?* (teams, clubs) *How do these groups make people feel together as one?* (People work together for a common goal.)

Language Transfer and Interference

Embedded Subjects Many English learners, especially native Spanish speakers, frequently omit the subject after they have written their first sentence because in Spanish the subject is embedded in the verb. For example, "yo quiero" can be stated simply as "quiero." Emphasize that in English you cannot determine the subject just by looking at the verb. In order to make a complete thought and to communicate clearly, a sentence must contain both a subject and a verb.

Grammar (cont.)

Sentence Structure: Word Order

- **Preteach** Add this sentence to the sentence on the board (Fiona dances): *Does Fiona dance?* Ask students to point to where the subject (Fiona) is in both sentences. Then have them point to the predicate. Ask them to identify the difference in word order between the two sentences.
- **Teach** Use the chart on page 26 to show how the verb may come before the subject in some English sentences. This is called inverted order. ***Say:*** Inverted *means reversed.* Inverted order is found most commonly in questions or sentences beginning with "Here" or "There."
- **Practice** Read over the sentences in Practice the Grammar on p. 26. Have volunteers change these to questions, and write these on the board. Ask students to identify how the word order changes in the question form.
- **Apply** Have students work in pairs. Have one student write five related questions. Have the second student answer the questions using the same words that appear in the question.
- **Extend** Discuss how the word *there* may be dropped if an inverted sentence is written in natural order. This helps the sentence make sense. Write this example on the board: *There are green butterflies in that tree.* Point out that this sentence is in inverted order. Have students rewrite the sentence in natural order. (Green butterflies are in that tree.)

Practice the Grammar Answers

1. subject: butterflies; verb: are; Many butterflies are clustered in the trees.
2. subject: butterflies; verb: migrate; The butterflies will migrate to Mexico in the fall.
3. subject: recreation center; verb: is; The recreation center is here.

Use the Grammar Answers

Sample answers: Are you hungry? Did you exercise today? Here is my bag! There are many students in this class.
I am hungry. I exercised today. My bag is here. Many students are in this class.

Checkpoint Answers

1. subject and predicate.
2. Natural order is when the subject comes before the verb in a sentence; inverted order is when the verb comes before the subject in a sentence.

Writing Assignment

Write a Journal Entry About Moving to a New Place

Instructional Routine for Writing Assignment page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409-449

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing whenever possible.
- **Grammar review** Review subjects and predicates and word order in sentences. Remind students when to use the natural order and when to use the inverted order in their writing.

Writing prompt

Read the Writing Prompt aloud. Ask volunteers to restate the prompt in their own words. Make certain that students understand the words *journal entry* (diary written in the first-person point of view) and *complete sentences* (sentences that contain a subject and a verb and express a complete thought).

Study the Painting/Read the Model

- **Analyze model writing** Have students read the model silently. ***Ask:*** *Who is writing this journal entry?* (someone moving to a new place) *When does the journal entry take place? How do you know?* (It must be in the past, because the family is moving their things in a wagon. Today we would use a car or a truck.) *How does the person feel about moving?* (The person was sad at first, but feels better because so many people have come to help them move.)
- **Grammar review** Have students practice writing sentences that could be used in a journal. Stress that each sentence use the first-person point of view.

Reading Fluency

Choral Reading Student Model

After Readings 1 and 2

Writing Assignment

Write a Journal Entry About Moving to a New Place



Moving Day on the Farm by Grandma Moses

Writing Prompt

Moving to a new place can be both exciting and scary. Imagine that you are one of the people in this painting. Write a journal entry about this special moving day. Use a variety of complete sentences.

About a Journal Entry A journal is a notebook where you can express your thoughts and feelings about things. You are writing for yourself. In a journal entry, you use the first-person pronoun *I*.

Write Your Journal Entry

1. **Study the painting. Then read the student model.** The painting will help you think about what a moving day may be like. The writing model will show you how to express how the thoughts and feelings about this day.

Student Model

Saturday, September 13

I woke up early this morning. I helped my parents pack our belongings. I was really sad at first. Then I saw all the people who came to help us. Some brought food. Others helped to load the wagon. There were people everywhere!

Workbook page 45

Differentiated Instruction • Writing Assignment

Scaffolding

As a class, brainstorm thoughts about the painting. This will allow students who have a limited knowledge of the English language to gain some exposure to additional vocabulary and ways to talk about the artwork. Jot down all the ideas on the board.

Extension

Have students create a brochure for people who are considering a move to their community. The brochure should include information about schools, businesses, organizations, museums, parks, landmarks, and other points of interest. Students can use personal knowledge as well as research resources (newspapers, magazines, web sites). In their brochures, students should aim to describe all important places for a newcomer. Remind students to use complete sentences.

2. **Prewrite.**
   a. Notice the people in the painting. Who is moving away? How is everyone working together to help the people who are moving away?
   b. Imagine that you are one of the people in the painting. Which person are you? What is your relationship to the other people in the scene? Are you moving away, or are you staying behind?
3. **Write your journal entry.** Write the date at the top of the page. Then tell about the day from your point of view. Write as if you are the person you chose from the painting. Remember to use the first-person pronoun *I*.
   a. Tell how everyone worked together.
   b. Tell how you felt at the end of the day.
4. **Revise.** Read over your journal entry.

   Use the **editing and proofreading symbols** on page 435 to mark any changes you want to make.
5. **Edit.** Check your journal entry for grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find errors and problems. Add necessary and delete unnecessary text.
6. **Publish.** Share your journal entry with a classmate, if you wish. Make a clean copy. Use cursive handwriting that is fluid and legible. Discuss your responses to the painting. Did both of you have the same feelings on moving day?

Writing Checklist

1. I wrote from the point of view of a person in the painting.
2. I used a variety of sentences to make my writing interesting.
3. I used complete sentences. Each sentence has a subject and predicate.
4. I used the pronoun *I* when expressing my point of view.

Writing Suggestion

A **dictionary** is a useful aid to your writing. Use a print or online dictionary to check the exact meaning, the part of speech, or the spelling of a word.

Writing Support

Mechanics

Capitalization and Punctuation

- Begin all of your sentences with a capital letter.
- Use a period (.) at the end of a statement.
- Use an exclamation mark (!) at the end of a sentence that expresses strong feeling or excitement.

  On Saturday, I helped my best friend move.
  I will miss him a lot!

Apply Check your journal entry. Did you begin your sentences with a capital letter? Did you use the correct end punctuation marks?


Workbook pages 46–48


Independent Practice CD-ROM/Online

Classroom Management

Grouping strategies For additional writing practice, divide students into groups of three. Assign each group a different picture, and assign each student a role. One student tells about the picture, one student writes a sentence about it, and one edits and proofreads the sentence. Students can switch roles until each student has performed each role twice and the group has produced a paragraph. Students can then revise the paragraph if needed to help the sentences fit together. Then come together as a class and have each group share their journal entry. Compare what each group wrote.

Arts Connection

Relate to personal experience Ask students what art they could include in a personal journal (photos, drawings, cartoons, etc.). Ask them to write a short journal entry about something that has happened to them recently, and add an image or two. Then ask them to share these in small groups.

Writing Assignment (cont.)

Prewrite

- **Preteach** ***Ask:*** *Have you ever helped someone move?*
- **Teach** Have students make a list of events that might happen during a move. Then have students choose the events to write about.

Write Your Journal Entry

Use descriptive language Remind students to write complete sentences with a subject and a verb. They should also use adjectives to describe the move.

Revise

Edit and revise to clarify meaning Tell students that one way to revise is to add, delete, consolidate, or rearrange information to improve the coherence and progression of their writing. Have students share their paragraphs with partners and discuss any information that can be added.

Edit

- **Preteach vocabulary** Define the words *legible* (readable) and *delete* (erase, get rid of) and use each in a sample sentence.
- **Concept development** Help students understand the meaning of *edit.* ***Ask:*** *Why do we edit what we write?* (to make our writing better)

Publish

Ask and answer questions Play a guessing game called "Who Are You?" Ask student volunteers to read their journal entries to the class without identifying who they are in the picture. Allow other students to guess the person who matches the journal entry.

Writing Checklist

Edit and Revise The checklist includes grammar and style points that will help students find errors in their paragraphs. Tell students to read their paragraphs more than once as they check each point on the list.

Writing Support

Punctuation ***Say:*** *The punctuation you use can show the feeling of your sentences. For example, a period can express calm or matter-of-fact details. A question mark can express curiosity. An exclamation point can express excitement. Think about the feelings behind each sentence you write.*

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check

Preview The Progress Check is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
category: a group or type of thing or people; *outsider:* a person not thought of as a member of a group; *race:* a grouping of people who share similar biological traits; *sort:* to separate things into groups; *adapt:* to change or adjust because of a new situation or environment; *climate:* the type of weather that a place or region has; *migrate:* to move from one place to another; *originate:* to begin or come from; *survive:* to continue to live or exist

Academic Vocabulary
analyze: to think about or examine something in order to understand it; *solution:* an answer to a problem; a way of coming up with the answer; *explain:* to give information about, make clear; to give reasons for; *respond:* to say or do something because of another action or event

Reading Strategies
What is the main problem? What information does the author give about the problem? What information do I already know? What are three solutions to the problem? Which solution feels "right"? A *cause* is why something happens. An *effect* is what happens (the result). Identifying causes and effects helps you connect to a text.

Text Genres
short story; informational text (article)

Reading Comprehension
Half and Half is about a girl who is half Scottish and half Chinese who seeks a solution to her problem of how to complete the "race" section of her application form. "The Monarch Migration" is about the migration habits of monarch butterflies in the winter.

Spelling
Put *i* before *e* except after *c*, or when pronounced like *a* as in *neighbor.*

Writing Conventions
I speak three languages: English, French, and Thai.

Literary Element
The *point of view* is the way the narrator "sees" the events in a story. First-person point of view is when the narrator is a character in the story

UNIT 1 • CHAPTER 1

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary from the Readings	What do these words mean?	
	• **category, outsider, race, sort**	6
	• **adapt, climate, migrate, originate, survive**	18
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **analyze, solution**	7
	• **explain, respond**	16
Reading Strategies	What questions can you ask to **analyze** problems and **solutions**?	7
	What is a cause? What is an effect? What can you do to connect causes and effects?	19
Text Genres	What is the text genre of *Half and Half*?	8
	What is the text genre of "The Monarch Migration"?	19
Reading Comprehension	What is *Half and Half* about?	17
	What is "The Monarch Migration" about?	23
Spelling	What is the spelling rule for words with **i** and **e**?	23
Writing Conventions	Give an example of using a colon in a list.	23
Literary Element	What is a **point of view**? What is the first-person point of view?	17
Listening and Speaking	**Phrases for Conversation**	24
	What words can you use to make introductions? What words can you use to express your point of view?	
Vocabulary Development	How can a dictionary help you to figure out the meaning of a word with multiple meanings? What clues help you to choose the correct meaning?	25
Grammar	What is a **sentence**? What are the two main parts of a sentence?	26
	What is the word order in sentences with **natural order** and **inverted order**?	27
Writing Support: Mechanics	How do you begin a sentence? When do you use a period? When do use an exclamation mark?	29

30 Unit 1 • Chapter 1

Listening and Speaking
I want to introduce you to…; I'd like to introduce you to…; This is…; I agree with … that…; I don't completely agree with you because…; My opinion is different from yours.; I see it a different way.

Vocabulary Development
A dictionary shows all the different meanings of a word. the context, or the words and sentences around the word you want to know.

Grammar
a group of words that expresses a complete thought
The subject and the predicate
Natural order—subject first, then verb
Inverted order—verb first, then subject

Writing Support
with a capital letter
with a statement or a command; with an exclamation or a command

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

American Eels

1 American eels are a kind of fish that are long like snakes. They originate in the Atlantic Ocean and migrate to American rivers. American eels can live in both salt water and fresh water. Most salt-water fish cannot adapt to fresh water. However, American eels migrate so they can reproduce and survive.

2 After American eels are born in the Atlantic Ocean, they float in the ocean currents for a year. They live on the shore for a few months. Then the females swim to rivers and lakes. While female eels stay in fresh water, they become larger and stronger than the males in the ocean. After ten years, the females return to the shore to find the males. They travel to the Atlantic Ocean. The eels lay new eggs, and the process begins again.

1 **What does the word migrate mean in this sentence?**

> However, American eels migrate so they can reproduce and survive.

- **A** fly
- **B** move
- **C** drink
- **D** stay

2 **What effect does fresh water have on female American eels?**

- **A** They lay their eggs.
- **B** They find the males.
- **C** They float in the ocean currents.
- **D** They become stronger and larger.

3 **What problem do most salt-water fish have in lakes and rivers?**

- **A** They are eaten by snakes.
- **B** They can't find food.
- **C** They can't survive in fresh water.
- **D** They become too large.

4 **Which feature of an informational text is this sentence?**

> American eels can live in both salt water and fresh water.

- **A** fact
- **B** theme
- **C** example
- **D** caption

Writing on Demand: Informational Text

Write a nonfiction paragraph about an animal you know well. What does the animal look like? How does it act? Where does it live? Provide facts about the animal in your paragraph and support those facts with examples. **(20 minutes)**

Writing Tip

Write a topic sentence that introduces the information you will share in the paragraph.

Study Skill

Taking Notes When taking notes from a textbook, students should:

- Read each section carefully.
- Review section questions.
- Locate boldface or highlighted words.
- Focus on the most important words and ideas.
- Paraphrase, or put ideas into their own words.
- Organize their notes in an outline form to make them easier to review.
- Write legibly. Students need to be able to read their notes when they review.
- Use phrases. Focus on content. Students do not have to write complete sentences.

Unit 1 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 1, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 1, Chapter 1 Quiz
- **Milestones Tracker:** Unit 1, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

Remind students to read all the possible answers to a multiple choice question. Students should eliminate answers they know are incorrect, then selected the choice that makes the most sense from the answers that remain.

Reading Fluency

Echo Reading "American Eels," paragraphs 1-2

Answers

1. B
2. D
3. C
4. A

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Focus on words that give explicit directions in the prompt. ***Ask:*** *What kind of text should you write?* (nonfiction) *What is your topic?* (an animal) *How much should you write?* (a paragraph) *What key facts should you include?* (what the animal looks like, where it lives, and what it does)
- **Organize quickly** Jot down notes about a topic sentence and the facts and examples that will support it.
- **Revise** ***Say:*** *Look back at the prompt. Did you cover all key points?*
- **Edit** ***Say:*** *Reread what you wrote. Look for mistakes. Fix problems. Try to make your text read smoothly.*

Objectives

Reading Strategies

Say: *The main idea is the most important idea in a text. Details are examples and facts that support the main idea. The theme is the message or lesson of an entire text. It is what the story is about in its largest sense. Themes may include such things as love, jealousy, goodness, and survival. Each paragraph and section in a selection has its own main idea. An entire selection, on the other hand, may have only one or two themes.*

Listening and Speaking

Say: *In this chapter, you will give a group summary on cells and organisms. A summary is a brief retelling of a selection. A summary tells the main idea and the most important details of the selection. Your summary will be oral. That means you will say it, not write it.*

Grammar

Say: *In Chapter 1, you learned about subjects and predicates. In this chapter you will learn to identify nouns. You will also learn about pronouns—words that are used in place of nouns.*

Academic Vocabulary

Ask students to define or explain any familiar words from the Academic Vocabulary list. List student responses on the board.

Informal Pre-Assessment

Say: Re- *is a prefix. It means once again. What are some words that start with* re-*?* (report, redo) *Why do these words have* re-*?* (We use them to show that something is done more than one time.)

Formal Pre-Assessment

Select items from **Assessment Program** or **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

- **Preview** The Chapter Focus Question is a question that students will answer after the two reading selections. Ask a student to read the question aloud. Tell students to keep the question in mind as they read.
- **Preteach vocabulary** Explain the idiom *in common* (things that people share).

About Reading 1

Interpret the image *What is this person holding?* (two beakers) *What do you think she is doing?* (conducting a science experiment) *What is she wearing on her head?* (goggles) *Why is she wearing them?* (to protect her eyes)

CHAPTER 2

Objectives

Reading Strategies
Find the main idea and details; Understand theme

Listening and Speaking
Deliver an oral summary in a jigsaw group

Grammar
Identify nouns; Use pronouns

Writing
Write a speech about a theme

Academic Vocabulary

identify	sequence
topic	connection

Academic Content

Cells as the building blocks of life

Storytelling in the Chinese tradition

Chapter Focus Question
What do all people have in common?

Reading 1 **Content:** Science
Informational text: Science textbook (excerpt)
Cells and Organisms

Reading 2 **Literature**
Fable (excerpt)
We Are All One
by Laurence Yep

Cells and Organisms

About the Reading

You are going to read part of a chapter from a science textbook. It is about cells—something all living things have in common.



32 Unit 1 • Chapter 2

Differentiated Instruction • Use Prior Knowledge

Scaffolding

Present a KWL chart about cells on the board. Point to the K column and Say*: What do you know about cells?* If students fail to provide answers, ***Say:*** *I know living things are made of cells. I know that cells are small.* Move to the *W* column. ***Ask:*** *What do you want to learn about cells?* Field answers from students and compile a list of questions. (Typical questions: Are all cells the same? What are the parts of cells? How small are cells? Am I made of cells?) Move to the L column. ***Say:*** *We can fill in what you learned about cells after you read the selection.*

Extension

To complete the middle *W* column of the KWL chart, have students work in small groups to generate questions about cells. Instruct each group to come up with at least three questions. Have the groups submit their questions in class, then list the questions on the board, identifying the group that asked each question. After the students have finished reading the selection, refer back to the chart and have groups provide answers to the questions they asked.

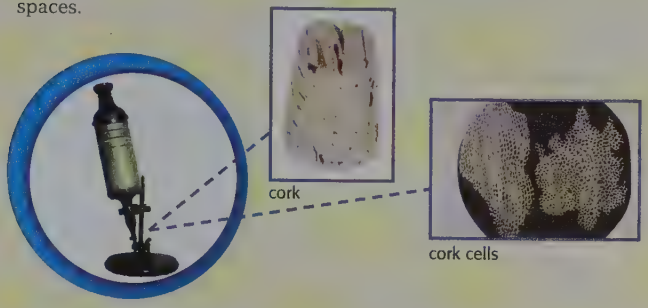
Build Background

Discovery of Cells

Scientists can observe cells (small parts of plants and animals) under a microscope. The first microscopes were invented in the early 1600s. One scientist who built and used an early microscope was Robert Hooke.

In 1665, Robert Hooke looked at a thin slice of cork through a microscope. He saw tiny spaces with walls between them. They reminded him of tiny rooms, so he called them "cells."

Look at the picture of cork cells. Notice the tiny walled spaces.



Use Prior Knowledge

The Parts of the Human Body

Inside the human body there are many parts. These parts help people breathe, eat, think, feel, see, and do many other things. What parts inside your body do you know?

1. Copy the outline of the human body.
2. Write the names of all the parts inside the body that you can think of.
3. What job does each part of the body have? Why is each job important?



Science Connection

Define and clarify The selection introduces students to cells, the basic building blocks of all organisms. Explain that all organisms are composed of cells. The cell is the fundamental unit of living things. Explain that cells divide, creating new cells.

Language Transfer and Interference

Define and clarify Many students find scientific topics especially difficult. Specialized language and scientific terminology present an additional obstacle for English learners who may already be having trouble grasping non-technical concepts. Use cognates wherever possible to help students learn new words. Many scientific words have Latin or Greek roots. Point out the similarities between these roots and their counterparts in other languages.

Build Background

Discovery of Cells

Teacher Resources: Graphic Organizers: Two-Column Chart

Use Prior Knowledge If students do not know English terms for body parts and functions, have them use terms from other languages. Most scientific terms have cognates very similar to their English counterparts.

Use Prior Knowledge

The Parts of the Human Body

- **Clarify** Show a diagram of the body's interior organs and their functions. Have students match their drawings with the diagram you present.
- **Relate to personal experience** Have partners take each other's pulse. Point out that the pulse is a measure of the rate at which the heart beats inside the body. After students have measured their pulse rates, ***say:*** *The heart pumps blood that contains food and oxygen to your body cells.* ***Ask:*** *What happens to your heart when you exercise?* (It pumps faster.) *Why do you think it does this?* (To supply body cells with extra food and oxygen)
- **Graphic organizer** Keep track of the Chapter Focus Question throughout the chapter with a **Two-Column Chart.** In the first column, write the heading *Things People Have in Common.* In the second column, write the heading *What It Is.* Use the second column to define each feature that people have in common. ***Ask:*** *What basic building blocks do all humans have in common?* (cells) *What are cells?* (basic unit of life) Fill in the table. As students read the selection, have them list other features, such as tissues, organs, muscle cells, and so on, in the chart.

Sample Answers

Answers will vary. They may include brain, heart, lungs, and stomach.

brain: controls body; heart: pumps blood; lungs: helps you breathe; stomach: digests food. Each job is important because they are all needed to keep the body alive.

Reading Fluency

Reading Words in Chunks Build Background

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

contain *(include, enclose, restrain, stifle)*
control *(manage, administer, govern, preside)*
protect *(champion, chaperon, defend, harbor, secure)*
repair *(adjustment, improvement, mend, patch)*
separate *(apart, divorced, isolated, severed)*
store *(collection, inventory, reserve) or (depot, pantry, stable, storehouse)*

Have students use **Word Squares** to write each Key Vocabulary word. In the other squares, they should define the word, use it in a sentence, and draw a picture to help them remember its meaning.

- **Preview** The Key Vocabulary words are highlighted throughout the chapter, so students can easily find them and explore the context in which they are used.
- **Vocabulary strategies** Write the words *contain, control, protect,* and *repair* on the board. Underline the prefixes in each word *(con-, pro-, re-)*. Explain that a prefix is a group of letters that come before the word root to change its meaning. Prefixes give words in the same word family different meanings. ***Say:*** *When you see one of these prefixes, you will know that the word you are looking at is a verb.* Remind students that a verb is a word of action.
- **Vocabulary development** Instruct partners to take turns using each word in a sentence.
- **Extend** Ask students to keep a list of how many times they see Key Vocabulary words in their Science and Social Studies classes.

Practice Vocabulary Answers

1. yes; 2. no; 3. yes; 4. yes; 5. no; 6. no

Use Vocabulary Answers

1. The officer controls traffic to protect the boy crossing the street.
2. The students separate the science books from the others to store them in the box.
3. The woman's sewing kit contains items she needs to repair the torn clothes.

Checkpoint Answers

1. repair
2. separate

Before Reading 1

Key Vocabulary

contain
control
protect
repair
separate
store

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to figure out the meaning of the word.

1. This suitcase **contains** the clothes for my vacation.
2. The pilot **controls** the airplane from the cockpit.
3. Luz **protects** her face from the sun with a hat.
4. My mother **repaired** the broken chair.
5. Tamim **separates** the orange into slices.
6. You need to **store** the ice cream in the freezer.

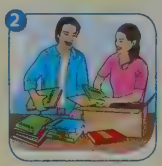
	Makes sense	Doesn't make sense
1.		✓
2.		
3.		
4.		
5.		
6.		

Practice Vocabulary Read each sentence. Decide if the **highlighted** word in each sentence makes sense in the sentence.

1. My brother **stores** his toys in the closet.
2. When Becky's umbrella is closed, it **protects** her from the rain.
3. Stoplights help to **control** city traffic.
4. Dad called the plumber to **repair** the leaky pipe.
5. We used glue to **separate** the broken pieces.
6. The empty box **contains** old photographs.

Use Vocabulary Independently Write one sentence for each picture using one or more of the vocabulary words. Read your sentences to a partner.







Checkpoint

1. Which word means to fix something that is broken?
2. Which Key Vocabulary word means to keep an unwanted thing away from something?

Vocabulary Log | Workbook page 49 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students complete these sentences using the Key Vocabulary words.

1. I do not _____(store) food in my school desk.
2. My pockets _____ (contain) some money and my keys.
3. I _____ (repair) my things when they are broken.
4. I try to _____(protect) my books with paper covers.
5. I ____(control) the volume on the radio.
6. I will _____ (separate) the fruit and the vegetables.

Extension

Have students create a "jumble" game using Key Vocabulary words. On a sheet of paper, each student should first write out the words with their letters in jumbled (scrambled) form. For clues, students can provide synonyms, riddles, cloze sentences, or antonyms. Then students should trade papers and unscramble each other's words.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
identify *verb*	to be able to point out something; to recognize	Jamiel and Pablo **identify** their pictures in the yearbook.	
topic *noun*	the subject of a piece of information	Isabel figures out the **topic** of the news story from the headline.	

Draw a picture and write a sentence for each word.

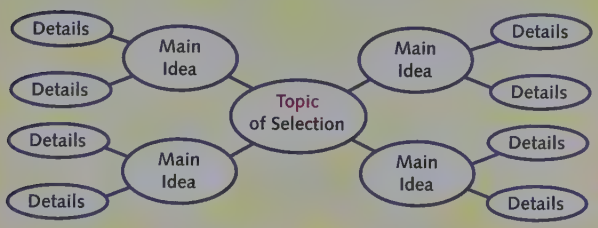
Reading Strategy

Find the Main Idea and Details

When you read a section of a textbook, it is important to understand the **main idea.** The main idea is the most important idea of the section. **Details** give more information about the main idea.

As you read "Cells and Organisms," use this strategy:

1. Pause and think after you read each page of the textbook.
2. Try to **identify** the main idea of the page.
3. Look for details on the page to support this main idea.
4. After you finish reading "Cells and Organisms," you will complete a cluster diagram that shows how the main ideas are supported by details in each section.



Checkpoint

1. What is a **topic**?
2. What are **main ideas** and **details**?

Vocabulary Log | Workbook page 50 | Independent Practice CD-ROM/Online

Home Connection

Identify Have students ask family members to help them make a list of all organisms in the family home. Point out that organisms include animals, plants, and any other living things. Students can list all pets, house plants, household members, and other living things, small or large, in their homes. Have students pool their lists together to make a master list that includes organisms from all class members. Make a count of the total number of named organisms. Sort organisms into categories (plants, animals, people).

Math Connection

Number patterns Point out that all organisms grow by doubling—dividing into two. A single cell, for example, divides and becomes two, then each of the two doubles to make four, four doubles to eight, and so on. Have partners create charts that show how a single cell can keep doubling until it reaches a thousand cells (10 doublings), ten thousand cells (14 doublings), one hundred thousand cells (17 doublings), and one million cells (20 doublings). If possible, encourage students to graph their results.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

identify *(perceive, detect, distinguish)*
topic *(theme, essence, subject, keynote)*

Use the **Word Squares**. Write an Academic Vocabulary word in the top left box. Have students assist you in filling in the boxes. Instruct students to copy the model and complete it for each of the other words.

Identify synonyms Tell students that two words with similar meanings are called synonyms. Explain that synonyms can have slightly different meanings in a situation. ***Say:*** *The words identify and name are synonyms. They have slightly different meanings. You can identify the dog that belongs to a neighbor. You recognize the dog because you have seen it before. Perhaps you cannot name the dog. You do not know what its name is.* Ask students to think of someone they can *identify* but they cannot *name.* (I can identify the bus driver, but I cannot name him.)

Reading Strategy

Find the Main Idea and Details

- **Preteach** Break down *main idea* into its component words. ***Say:*** Main *means* key *or* most important. *So a main idea is a* key *idea or the* most important *idea.*
- **Teacher modeling** Write this short paragraph on the board: *The team won the game. Achmed scored eight points. Rey got five rebounds. The coach was happy.* ***Say:*** *To find the main idea, I look for the most important idea. In this paragraph, the main idea is:* The team won the game. *To find details, I look for facts that support the main idea. One detail is:* Achmed scored eight points. *A second detail is:* Rey got five rebounds.

Reading Fluency

Paired Reading Reading Strategy

Checkpoint Answers

1. A topic is the main subject of the entire text.
2. The main idea is the most important idea of a reading selection, while the details are facts that tell you more about the main idea.

Text Genre

Informational Text: Science Textbook

- **Relate to personal experience** Explain that Science Textbooks have special features. ***Ask:*** *How would you describe your science textbook? What seemed hard about it?* (hard words, unfamiliar topics) *What special features did it have?* (diagrams, drawings, graphs, photos) *How did these features help you understand the material?* (They show information visually.)
- **Examine features** After reviewing the table of Science Textbook features, have students identify them in the textbook chapter. Check to be sure that everyone can identify each feature.
- **Analyze media sources** Point out that students can find additional information about cells and organisms on the Internet. Typing *cells* into a search engine should produce a number of useful sites. To find sites that are appropriate for their level, students might add their grade level to their search terms.

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read *Cells and Organisms.* They will revisit the questions after reading the selection.

Reading Focus Questions Answers

1. Many cells join together to form a single tissue. Tissues form organs; organs work together in a single organism.
2. The text explains how cells work together to form organisms, while the pictures help the reader see what cells look like and how they fit together.
3. Heart cells, for example, join together to form the heart, an organ. The heart pumps blood to the body

Checkpoint Answers

1. tables
2. captions

Text Genre

Informational Text: Science Textbook

"Cells and Organisms" is part of a chapter from a **science textbook.** The author has written the chapter to explain to students how cells are the building blocks of life.

A science textbook has these features. Look for these features as your read "Cells and Organisms."

Science Textbook	
chapter title	the **topic** of the chapter
section heading	the sub-**topics** within the chapter
bold terms	special words and phrases in **dark type** that are related to the **topic**
boxed items and questions	additional information; questions for review and discussion
illustrations and photographs	images that help to explain the **topic** or sub-**topics**
tables	a display of information in rows (going across) and columns (going down)
captions	short explanations written near a picture or table

Checkpoint

1. What feature of a **science textbook** shows information in rows and columns?
2. What feature explains a picture in a textbook?

Reading Focus Questions

As you read "Cells and Organisms," think about these questions.

1. How does the reading relate to the theme "Together as One"?
2. What is the author's purpose in using both text and pictures to present information about cells and organisms?
3. How do many cells work together within an organism?



Workbook page 51


Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Explain that a Science Textbook often presents information in visual (picture) form rather than straight text. Use street directions as a model to demonstrate the advantage of presenting ideas visually. Have students dictate directions to a familiar location. Write the directions on the board. Then show the same directions in map form. ***Ask:*** *Which form of information is easier to use and understand?* (map) Point out that visuals in Science Textbooks often work in the same way. They communicate the same ideas as text, but they do it in a way that is more clear and easier to understand.

Extension

Have students find examples of information presented visually or graphically from other sources, such as books, magazines, or web sites. For example, students might bring in visuals that show such things as "how a cell phone works," "how to bake bread," or visuals of football plays. If possible, compare visual and written versions of the same process side-by-side. Point out examples in which the visual presentation communicates ideas better than the written presentation.

Read the Selection

CD 1, Track 4 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

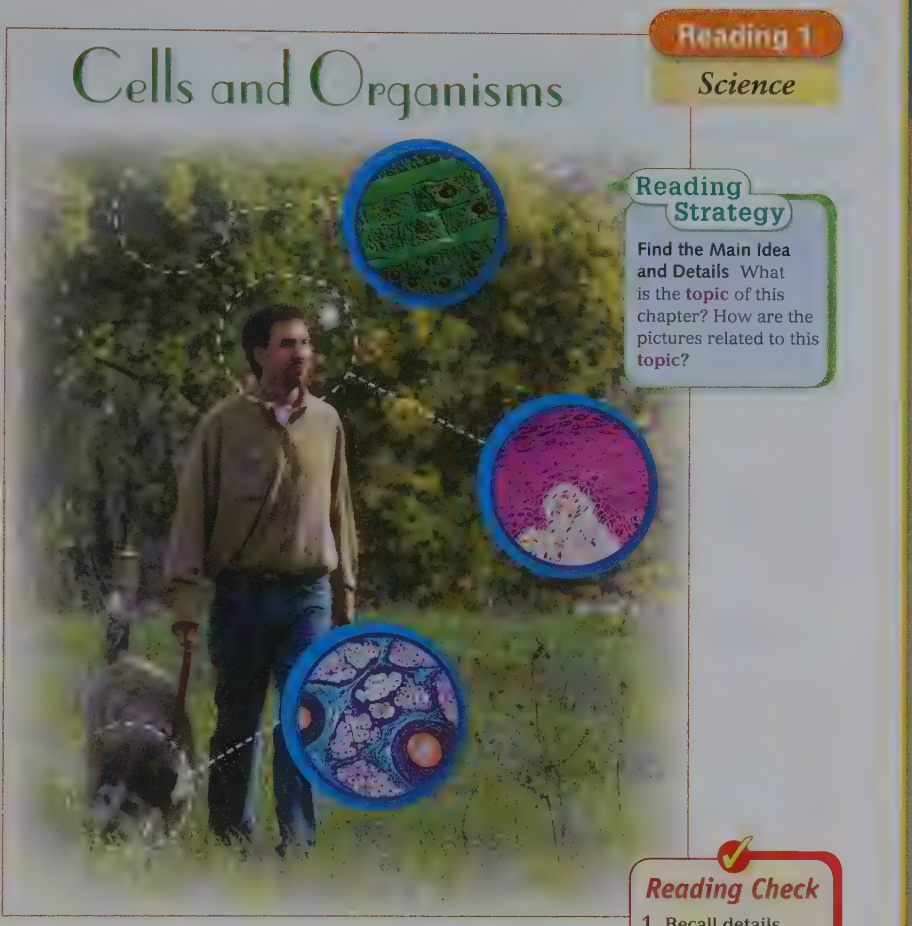
- **Prereading** ***Say:*** *In a science textbook, the titles name the main ideas of each reading.* ***Ask:*** *What do you think this reading will be about? (cells and organisms)*
- **Interpret the image** ***Say:*** *You see a photo of a man and his dog. You also see smaller inset photos of cells pointing to the tree, the man, and the dog.* ***Ask:*** *What do you think the inset photos tell us?* (All three living things are made of cells.)
- **Teacher read aloud** Read page 37 aloud as students follow along in their own text. Read at a normal pace and use standard intonation patterns. Pause briefly between sentences.
- **Grammar preview** Point out the words *dog, tree, They,* and *them* in the paragraph. ***Say:*** Dog *and* tree *are* nouns, *words that name people, places, or things.* They *and* them *are* pronouns, *words that take the place of nouns. We will learn more about nouns and pronouns on pages 54 and 55.*

Reading Strategy

Teacher modeling Use page 37 to model finding the main idea and details. ***Say:*** *After I finish reading a paragraph, I look for the main idea first. The main idea is the most important idea in the paragraph. The first sentence asks a question, so it is not likely to be the main idea. In the second sentence, I find the most important idea:* All living things are made of tiny cells. *Now that I've found the main idea, I look for details to support it. Cells* work together *is a detail. It supports the main idea by showing what cells do. Cells* keep them alive *is another detail. It supports the main idea by showing why cells are important.*

Reading Strategy Answers
The topic is cells and organisms. The pictures show that the tree, the man, and the dog are all made up of cells. The pictures show both large organisms and the small cells that make them up.

Reading Check Answers
1. The big photo shows different types of living things. The small photos show different kinds of cells.
2. The small photos indicate that each living thing in the big photo is made up of cells.



Do you know what a dog, a tree, and a person **have in common**? They are all organisms, or living things, made of tiny cells. These cells work together to keep things alive.

have in common share something alike

Science Connection

Connect Review the concept of cells working together in an organism. Have students work in pairs and choose one organism. Ask them to draw a picture that shows the parts of that organism. Then have them present their drawing to another pair, and take turns explaining how the parts work together as one.

Classroom Management

Work in cooperative groups Have students work in small Study Groups to find main ideas and key details in the selection. Each Study Group member can have a specific "job" to perform. Some group members can look for main ideas, others can identify details, while others can be responsible for recording and organizing the information that the group finds. Students can then use the information they find to map out main ideas and details after they finish their reading.

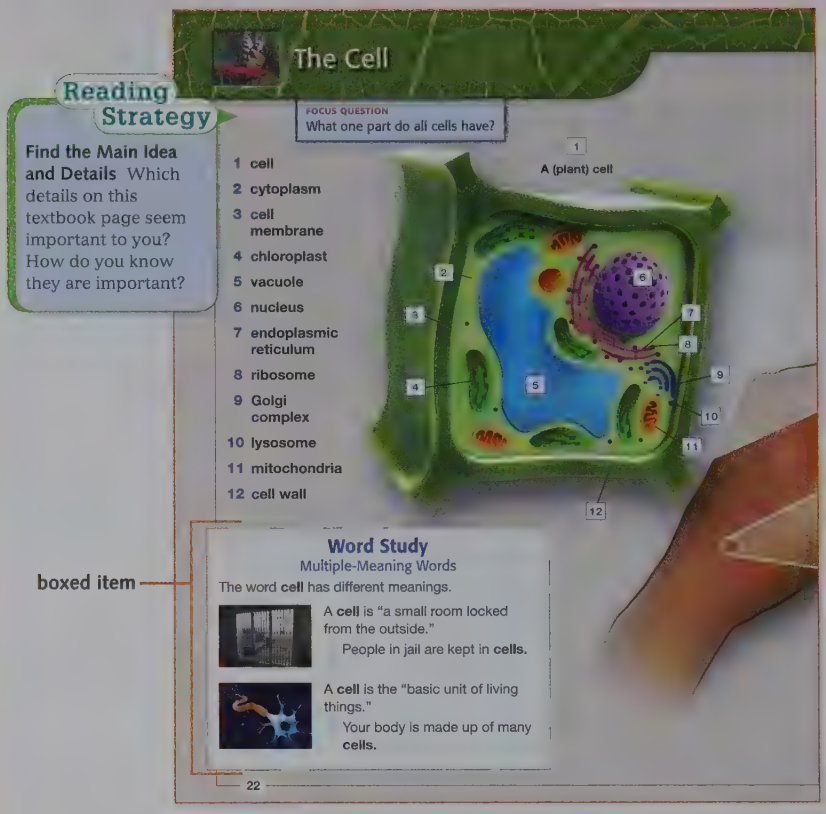
Read the Selection

- **Preteach vocabulary** Explain the meaning of the word *nucleus* in the diagram. ***Say:*** *Each cell contains a structure called a nucleus. The nucleus is the command center of the cell. Using chemical messages, the nucleus tells the other parts of the cell what to do.*
- **Guided reading** Lead the reading for page 38 and monitor comprehension of the text.
- **Interpret the images** Have students look at the image of the plant cell on page 38. ***Ask:*** *What does the diagram show?* (features of a plant cell) ***Ask:*** *How many parts does a plant cell have?* (11; some students may not realize that label 1 identifies the entire diagram.)
- **Vocabulary development** Have students read about multiple-meaning words in the Word Study box. ***Ask:*** *Which meaning of* cell *is being used in this reading?*
- **Grammar preview** Point out the noun *cell.* ***Say:*** *The word* cell *is an example of a noun. Nouns are words that name people, places, or things. We will learn more about the nouns on page 54.*

Reading Strategy

Practice the strategy ***Say:*** *Remember, the main idea is the most important idea in a text. Details are facts that support the main idea. On this page, we find the main idea to be the chapter title itself—The Cell. Details supporting the main idea are the parts of the cell that are listed in the diagram.* ***Ask:*** *Which detail in the diagram shows the outer edge of the cell?* (cell wall) *Which detail shows the biggest structure inside of the cell?* (vacuole)

Reading Strategy Sample Answers
The diagram of the plant cell and the names of the cell parts seem important. They are important because they are labeled and listed.



boxed item

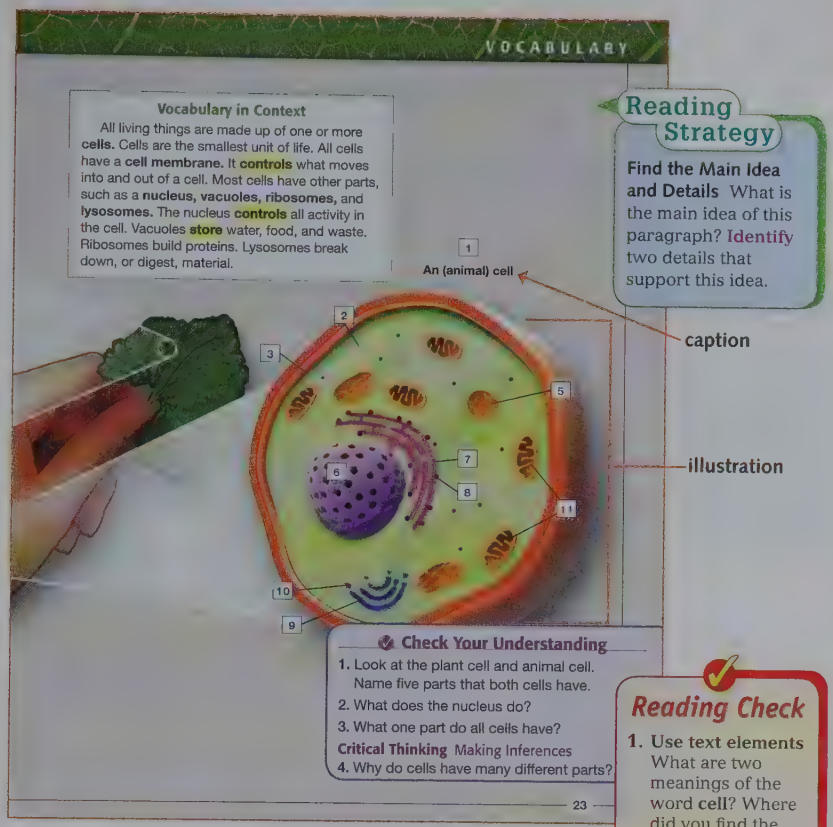
Differentiated Instruction • Reading Comprehension

Scaffolding

Before students read page 38, ***ask:*** *What do you think this section is about?* (the parts of a plant cell) *What words and pictures give you clues to what the section is about?* (the large picture of the cell; the label that identifies the diagram as a plant cell; the list of parts on the side) *What do the numbers on the diagram mean?* (They match names of cell parts.) *How can you use these numbers to identify different parts of the cell?* (Find the number on the diagram, then find the cell part that matches it on the list.)

Extension

Have students work in groups. Have each group member select a different cell part to report on. Students can do research in the library, online, or from other reliable sources. Tell students to include a drawing of the part and a brief description of its function in the cell. Each group can bind their pages into a cell parts book.



Language Transfer and Interference

Word origins Explain that many scientific terms come from Greek or Latin words or roots. The word *cell,* for example, comes from the Latin *cella,* which means *chamber* or *small room. Chloroplast* can be broken down into the Greek *khloro* (green) and *plastos* (formed). Students should note that *chlor-* appears in a number of other scientific words, including *chlorophyll* and *chlorine,* and *plast* appears in such words *plastic, cytoplasm, plaster,* and *plasma. Ribosome* and *lysosome* both share *soma,* which is Greek for *body,* and also appears in such words as *chromosome.*

Unit 1 • Chapter 2
Reading 1: Content

Read the Selection

- **Preteach vocabulary** Draw students' attention to the word *proteins* in the paragraph. ***Say:*** Proteins *are some of the body's most important chemicals. Your muscles are made of protein. So is your hair.*
- **Read aloud in pairs** Have partners read Vocabulary in Context on page 39 to each other. As one partner reads, the other should point to each cell part named on the diagram.
- **Grammar preview** Point out the words *parts, food,* and *it* in the Vocabulary in Context box. Write the words on the board. ***Say:*** Parts *and* food *are examples of nouns. Nouns are words that name people, places, or things.* It *is an example of a pronoun. Pronouns are words that take the place of nouns. We will learn more about the nouns and pronouns on pages 54 and 55.*
- **Vocabulary development** Explain the difference between a caption and a label. ***Say:*** *A caption describes a whole picture or tells you more about what it shows. A label identifies only a part of the picture.*

Reading Fluency

CD Assisted Reading "Cells and Organisms," Vocabulary in Context box

Reading Strategy

Practice the strategy Have students work in pairs to find the main idea and supporting details in the Vocabulary in Context box. Tell students to look for the most important idea as the paragraph's main idea. Facts that add to the main idea or show why it is true are supporting details.

Reading Strategy Sample Answers
Main idea: All living things are made up of one or more cells. Supporting details: The nucleus controls all the cell's activity; the cell membrane controls movement into and out of the cell.

Reading Check Answers
1. "A small room locked from the outside," and "basic unit of living things"; the Word Study box
2. plant cell and animal cell; they are labeled
3. Both plant cells and animal cells have a nucleus.

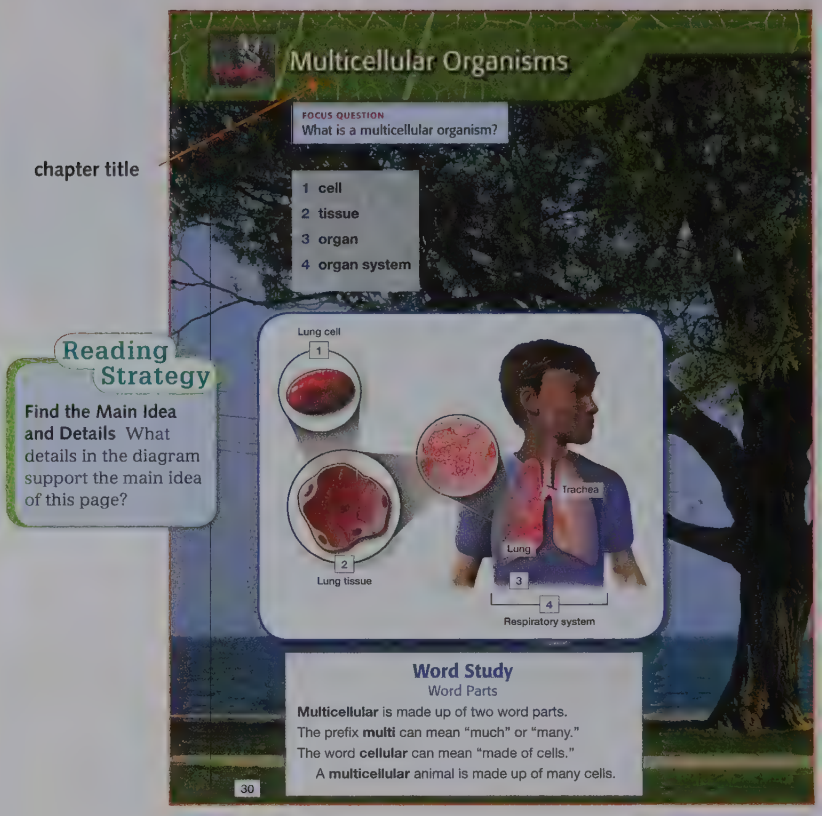
Read the Selection

- **Preteach vocabulary** ***Say:*** *Organs are large body parts made of many cells working together. An organ system keeps the body working. The organ system on this page shows how humans breathe.*
- **Read silently with support** Have students read page 40 silently. Encourage students to seek help from a classmate to understand a difficult term or passage.
- **Vocabulary development** Explain the use of the word *system* in the term *respiratory system.* ***Say:*** *A* system *is a connected set of things that work together. The word* respiratory *means* breathing. ***Ask:*** *What do you think a* respiratory system *is?* (breathing system) *What parts of the respiratory system are shown?* (lungs and trachea)

Reading Strategy

Use prior knowledge ***Ask:*** *What is the main idea of this page?* (Multicellular Organisms) *What is a supporting detail?* (The picture is a supporting detail that shows that a human is a multicellular organism.)

Reading Strategy Answer
The picture shows that lung tissue is made up of many cells. It supports the main idea of Multicellular Organisms.



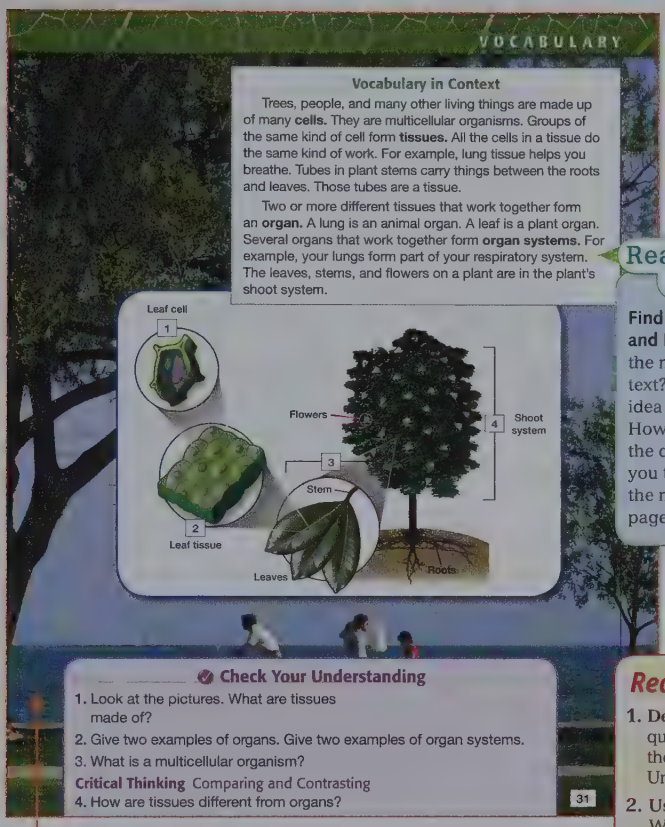
Differentiated Instruction • Reading Comprehension

Scaffolding

Point to the box that contains the labels for the diagram. Compare the sequence—cell, tissue, organ, organ system—to a building. ***Say:*** *The building is made of bricks.* ***Ask:*** *What makes up an organism?* (cells) ***Say:*** *The bricks form walls in a building.* ***Ask:*** *What are the "walls" of an organism?* (tissues) ***Say:*** *A room in a building is inside the walls.* ***Ask:*** *What do the tissues form in an organism?* (organ) ***Say:*** *Inside the building, the rooms connect to move people from place to place.* ***Ask:*** *What works together in an organism?* (organ system)

Extension

Have students work in small groups to research an organ of the human body. Be sure each group selects a different organ. Ask them to identify what the organ does. Have them make a picture of the organ and write two or three sentences about it. Then have each group present their findings to the class.



photograph

Reading Strategy

Find the Main Idea and Details What is the main idea of this text? What is the main idea of the diagram? How do the text and the diagram help you to understand the main idea of the page?

Reading Check

1. **Define** Answer question 3 in the "Check Your Understanding" box.
2. **Use text elements** Where did you find the answer to question 3 in the "Check Your Understanding" box?
3. **Compare** How is the respiratory system of an animal similar to the shoot system of a plant?

Reteach and Reassess

Define and clarify Students may have trouble telling the difference between *organ* and *organism*. Remind students that an organ is a part of an organism. All organisms have organs. The word *organism* is bigger than the word *organ*. In the same way, an organism is larger than any of its organs.

Science Connection

Write a report Point to the respiratory system on the page. ***Say:*** *The first job of the respiratory system is to bring oxygen into the body.* ***Ask:*** *Why does the body need oxygen?* Students should divide into groups and research this question to prepare a report. Each group's report should indicate that the body needs so that the body cells can function. Oxygen is the "fuel" of the cells.

Read the Selection

- **Preteach vocabulary** Discuss the word *root*. ***Say:*** *You have studied the roots of words—the basic part of a word. In the picture on page 41 we can see that the tree has roots. The tree gets food through its roots. The tree roots are the deepest part of the plant. A plant grows from its roots.*
- **Teacher read aloud** Read page 41 aloud as students follow along in their books.
- **Interpret the images** ***Say:*** *Look at the inset drawings in the circles.* ***Ask:*** *What parts of the tree do you see in inset 3?* (a stem and leaves) *What does inset 2 show?* (leaf tissue) *What does inset 1 show?* (a single leaf cell) *What is the purpose of this diagram?* (It shows that the organism (tree) is made up of smaller and smaller parts. Everything is made up of cells.)
- **Vocabulary development** Explain that *living thing* is a synonym for *organism*. Have students write a sentence that uses the word *organism*. Then students should rewrite the sentence using *living thing*. ***Ask:*** *Is there any difference in meaning between the two sentences?* (no)
- **Grammar preview** Have students find three examples of nouns in the Vocabulary in Context text. Remind students that nouns are words that name people, places, or things. Tell students that they will learn more about nouns on page 54.

Reading Strategy

Deliver oral summary Have students work in small groups to orally summarize the paragraph on page 41.

Reading Strategy Answers

The main idea of the text is that parts of organisms work together. The main idea of the diagram is that, in any group, parts work together as one (in organisms, organs work together; in organs tissues work together; and in tissues cells work together). The text explains the main idea, while the diagram illustrates the main idea.

Reading Check Answers

1. An organism made of many cells
2. In the first paragraph of the Vocabulary in Context box
3. Both the respiratory system and the shoot system are made up of organs that work together.

Read the Selection

- **Preteach vocabulary** Explain that *collect* means *to gather in one place,* and that *airways* are like tunnels that carry air inside the body.
- **Echo Reading** Read each line and pause as students reread the line as an echo.
- **Grammar Preview** Give students a short time limit, such as 1 minute. Have them write as many nouns as they can find in the reading during that time.

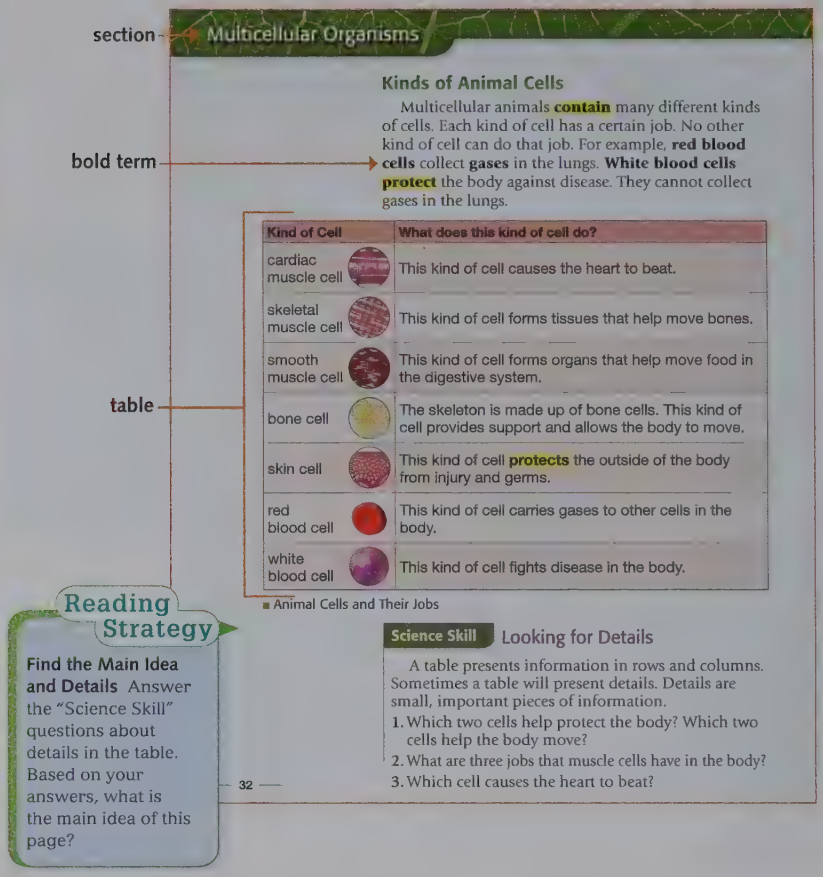
Reading Strategy

Review the strategy Remind students that the main idea is the most important idea. The main idea of this page is that the body has many kinds of cells that perform different jobs.

Reading Strategy Answers

1. skin cells and white blood cells; skeletal muscle cells and bone cells
2. They cause the heart to beat; help move the bones; help move food in the digestive system.
3. the cardiac muscle cell

The main idea of the text is that there are many kinds of cells that have many functions.



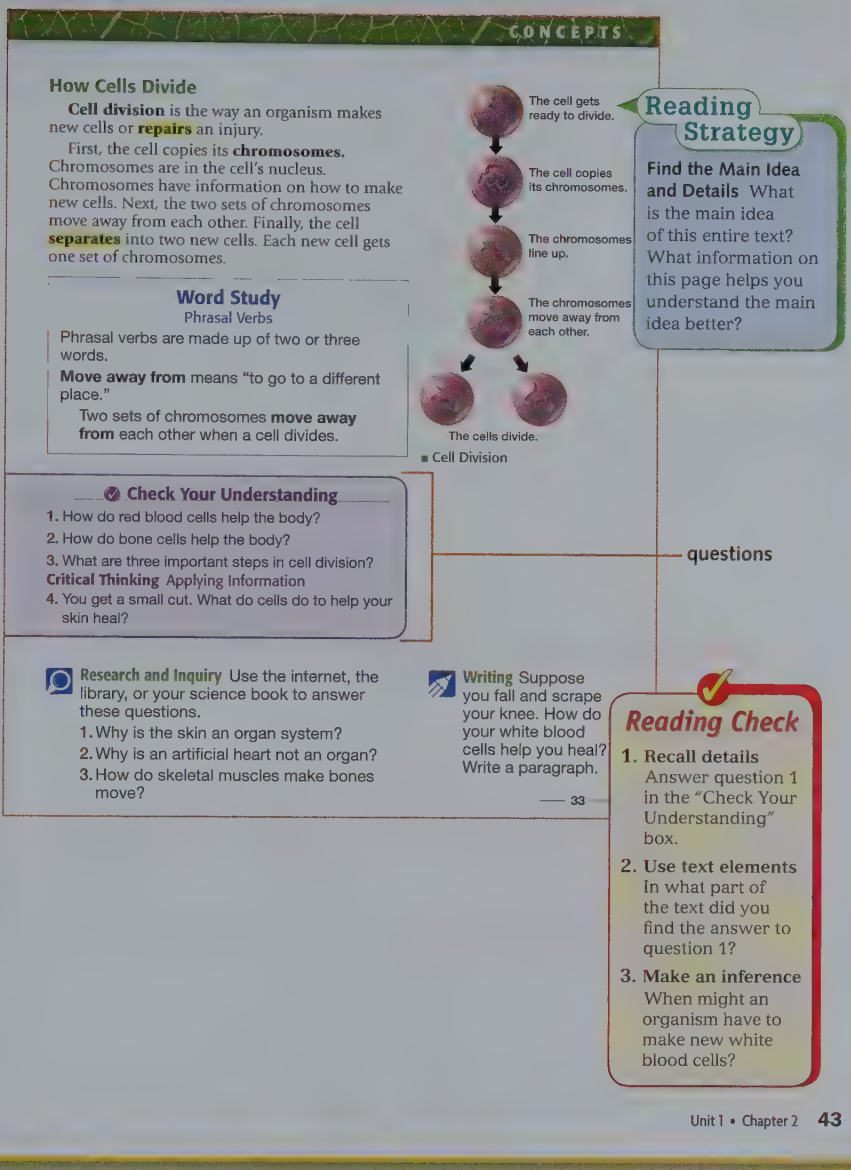
Differentiated Instruction • Reading Comprehension

Scaffolding

Go over the chart with the students. Ask them to identify the two headings (Kind of Cell and What does this kind of cell do?) Ask students to point to the two columns of the chart and to the first few rows. Have volunteers read the first few rows of the chart aloud. Answer any questions students might have about words or concepts.

Extension

Have students work in pairs. Have them copy the left column of the chart on to a separate piece of paper. Then have them create a new second column with the heading: Body Part. Have them write the body part that each cell helps or protects. Do the first row as an example (heart).



CONCEPTS

How Cells Divide

Cell division is the way an organism makes new cells or **repairs** an injury.

First, the cell copies its **chromosomes.** Chromosomes are in the cell's nucleus. Chromosomes have information on how to make new cells. Next, the two sets of chromosomes move away from each other. Finally, the cell **separates** into two new cells. Each new cell gets one set of chromosomes.

Word Study
Phrasal Verbs

Phrasal verbs are made up of two or three words.

Move away from means "to go to a different place."

Two sets of chromosomes **move away from** each other when a cell divides.

The cell gets ready to divide.

The cell copies its chromosomes.

The chromosomes line up.

The chromosomes move away from each other.

The cells divide.

Cell Division

Reading Strategy

Find the Main Idea and Details What is the main idea of this entire text? What information on this page helps you understand the main idea better?

Check Your Understanding

1. How do red blood cells help the body?
2. How do bone cells help the body?
3. What are three important steps in cell division?

Critical Thinking Applying Information

4. You get a small cut. What do cells do to help your skin heal?

questions

Research and Inquiry Use the internet, the library, or your science book to answer these questions.

1. Why is the skin an organ system?
2. Why is an artificial heart not an organ?
3. How do skeletal muscles make bones move?

Writing Suppose you fall and scrape your knee. How do your white blood cells help you heal? Write a paragraph.

33

Reading Check

1. **Recall details** Answer question 1 in the "Check Your Understanding" box.
2. **Use text elements** In what part of the text did you find the answer to question 1?
3. **Make an inference** When might an organism have to make new white blood cells?

Unit 1 • Chapter 2 43

Writing Strategies

Use a variety of reference materials Have students choose one kind of cell from the chart on page 42. Ask them to find out at least three more facts about the cell. They should use at least two sources: two books from the library or two sites on the Internet. Then have them report their findings to a partner.

Grouping Strategies

Summarize in small groups Have students work in small groups. They should take turns summarizing what they have learned about cells, stating at least two facts.

Unit 1 • Chapter 2
Reading 1: Content

Read the Selection

- **Preteach vocabulary** Point to the word *information* in the paragraph. ***Say:*** Information *comes in many ways. You get* information *by reading, listening, looking at pictures, watching television. Chromosomes have a different kind of information. They get information in a sort of chemical code. Each chemical is like a letter in an alphabet. Chemical messages in this code are sent to all parts of the cell from the chromosome.*
- **Interpret the image** Explain how the arrows in the diagram indicate the order of the steps. ***Say:*** *Start at the top of the diagram. What is the first step?* (cell gets ready to divide) *Where does the arrow point?* (down) Tell students to continue following the arrows to the bottom of the diagram.
- **Page, paragraph, or pass** A science text can be daunting. Pass this step for those students not comfortable reading in front of the group (student allowed to pass).
- **Grammar preview** Point out the words *injury* and *nucleus* in the first two paragraphs on this page. Write the words on the board. ***Say:*** Injury *and* nucleus *are examples of nouns. Nouns are words that name people, places, or things. We will learn more about the nouns on page 54.*

Reading Fluency

Repeated Reading "Cells and Organisms," How Cells Divide, first two paragraphs

Reading Strategy

Practice the strategy Have students work in pairs to find the main idea and supporting details in text. Remind students that the main idea is the most important idea. Remind them that facts that add to the main idea or show why it is true are called "supporting details."

Reading Strategy Sample Answers
Main idea: Cells make new cells or repair injuries by dividing. The diagram about cell division illustrates the main idea.

Reading Check Answers
1. They carry gases to other parts of the body.
2. The table on page 42.
3. When the organism has a disease.

Apply the Reading Strategy

Find the Main Idea and Details

Application Have students work in pairs to review the cluster diagrams they filled in as they were reading. Spot check to see how well students have applied the reading strategy. Have students volunteer to identify main ideas and supporting details in selected sections.

Answers

Answers will vary. Sample answer:
Topic: Cells and Organisms
Main Idea: Plant cells have many parts
Detail: nucleus
Detail: cell membrane
Main Idea: Animal cells have many parts

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

sequence *(series, arrangement, list)*
connection *(seam, bond, hookup)*

Use the **Word Squares**. Write *connection* in the top left box. Have students define the word in the top right box. Have students use the term in a sentence in the lower left box. Then have students draw a picture to help them remember the word in the lower right box. Have students complete a word square for other Academic Vocabulary words.

Use context to understand new words Point out the sample sentences in the Academic Vocabulary chart on page 44. ***Say:*** *Context clues help us understand new words. For example, in the first sample sentence, you can see that when Mia* sequences *her notes she is arranging them by number. So a* sequence *is a form of arranging.* Tell students to look for similar context clues when they encounter unfamiliar words.

Checkpoint Sample Answers

When you *sequence* a group of items you put them in *order*

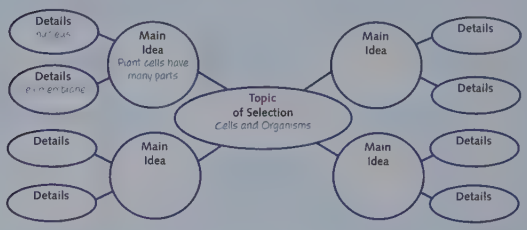
After Reading 1

Apply the Reading Strategy

Find the Main Idea and Details

Now complete the reading strategy graphic organizer.

1. Review the Reading Strategy on page 35.
2. Copy the cluster diagram.
3. Look back at the reading. **Identify** the main idea of each page and write it in the diagram. Provide details that support each main idea. Add circles if you need to.
4. Review your completed cluster diagram. Do the details support the main ideas?



Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
sequence *verb*	to put into an order	Mia **sequences** her notes by number.	
connection *noun*	the way people, actions, or ideas relate to other people, action, or ideas	Vernon understands the **connection** between studying and getting good grades.	

Draw a picture and write a sentence for each word.

Checkpoint

Describe the **connection** between **sequence** and order.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Prepare for the Reading Focus Questions by reviewing the unit. ***Say:*** *In Chapter 1, we read about joining together as one.* ***Ask:*** *What is an organism?* (a living thing) ***Say:*** *We read about how living things are joined together, or made up of smaller things.* ***Ask:*** *What are the things that join an organism together?* (cells) Review the purpose of nonfiction. ***Say:*** *In nonfiction, the author's purpose is to inform readers.* ***Ask:*** *Why did the author write "Cells and Organisms"?* (to inform readers about cells and organisms)

If students made a KWL chart for the chapter, have them fill in the "Learned" column at this time.

Extension

Have students work in pairs and list other kinds of information that follow a sequence. (recipes, directions, a TV broadcast of a game, etc.)

Reading Comprehension Questions

Think and Discuss



1. **Identify** What is the main idea of this science text?
2. **Apply vocabulary knowledge** What jobs do animal cells do? Use at least three Key Vocabulary words in your answer.
3. **Sequence steps in a process** Look at page 43. Explain the process of cell division. Use the diagram to help you.
4. **Identify compare and contrast** Why does the author present information on different types of cells in a table? How does this presentation help you understand the text?
5. **Make a connection** How does the author relate the information in the text to the information in the diagrams? Give an example from the reading.
6. **Reflect on learning** How easy was this text to understand? Which text features helped you the most? How did those features help you to understand the text?
7. **Revisit the Reading Focus Questions** Go back to page 36 and discuss the questions.

Text Element

Science Tables

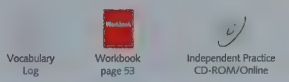
A **science table** gives information, explains processes, and shows how ideas are connected. Most science tables have rows (which you read from left to right) and columns (which you read from top to bottom). Row headings and column headings show the type of information the row or column has.

A table may include a lot of information. Start by **identifying** the table's main idea. Then look for the details.

1. What is the main idea of the table on page 42? How do you know?
2. Look through a science textbook. Find a table. What is the main idea of the table? Give two details from the table.

Checkpoint

1. What is the purpose of a **table** in a science text?
2. How do you read a **science table**? What do you read first?



Science Connection

Relate to personal experience In this reading, students learn that cells are the building blocks of all living things. Have a discussion about growth. Have students volunteer information about how much they have grown. Students might wonder, when they grow, do their individual cells get larger, or do they add more cells? In fact, scientists have shown that body growth is due almost entirely to cell division. A child grows taller by going through cell division and increasing the number of cells he or she has.

Arts Connection

Define and clarify To give students a graphic idea of cell division, have them work in small groups. The first student should draw two cells on a piece of paper, then pass it to the next student. That student should draw those two cells dividing—so there will now be four cells. Tell students to keep passing around the paper until they have no more room on the paper.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. All organisms are made of cells.

"Think and Search"
2. Skin cells protect the body; white blood cells repair disease damaged cells; muscle cells control movement.
3. A cell copies its chromosomes. The chromosomes line up in the nucleus. The chromosomes separate from each other. The cell divides.

"Author and You"
4. Showing different types of cells helps you see how cells are different from one another what their jobs are.
5. On page 33, the information in the diagram shows what is being described in the text.

"On Your Own"
6. Answers will vary. Most students will say the diagrams helped the most.

Revisit the Reading Focus Questions
7. See answers on page 36.

Text Elements

Science Tables

Clarify and explain Refer students to the cell type table on page 42. Point out that a table is a good way to present information so a reader can compare items easily and quickly. ***Say:*** *At a glance, you can see what a red blood cell is like and how it is different from a white blood cell. To compare what each cell does, you don't need to search through text. Instead, you just look to the right on the table. It tells you the job of each cell type.* Have students use the table to make comparisons by shape, size, and function.

Reading Fluency

Reading Words in Chunks Text Element

Text Element Answers
1. The main idea of this table is there are many different kinds of animal cells, each with a different shape and function.
2. Answers will vary.

Checkpoint Answers
1. A table gives information and gives the reader a quick and easy way to make comparisons.
2. Read the headings first, trying to locate the item you are looking for. Then read left to right or top to bottom to find more information.

Bridging Readings 1 and 2

Say: *Reading 1 was an informational reading. The author wrote it to give information about cells and organisms. Reading 2 is also about how small things work together for the benefit of others.*

About the Reading

Use the illustration to make predictions
Ask: *How would you describe the man in the image?* (He is old and appears to be Asian.) *Where do you think this story will be set?* (somewhere in Asia)

Build Background

Storytelling
Teach ***Say:*** *Storytelling was very important in ancient cultures for two reasons. First, there were few books. Second, few people could read. The only way to hear a story was for a storyteller to tell it out loud.*

Reading Fluency

Paired Reading Build Background

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Two-Column Chart, Vocabulary Log

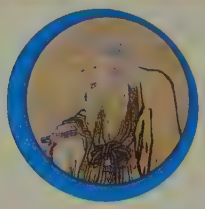
Word Connections
delighted *(happy, excited, pleased, thrilled)*
desperate *(reckless, careless, frenzied)*
magical *(enchanting, eerie, mythical, ghostly)*
shallow *(cursory, depthless, superficial, trivial)*

Use the **Two-Column Chart**. Write each Key Vocabulary word in the left column. Have students assist you in filling in the right column with words that share the same root for each.

Teacher think aloud Write: *The water was* shallow*—only two inches deep.* ***Say:*** *From the context I can see that* shallow *is an* adjective*—it describes the water. The* shallow *water is also only two inches deep. Two inches is not very deep. From this I can guess that* shallow *means* "not deep."

Checkpoint Sample Answers
1. sleep, attention
2. a good grade, a call from a friend

Before Reading 2



We Are All One

About the Reading

In Reading 1: "Cells and Organisms," you read about how all living things share the same physical building blocks. Now you will read about a poor man who helps a rich man and shows that all living things share a need for kindness.



Build Background

Storytelling

Storytelling has been a popular way to communicate around the world since ancient times. Many stories, such as fables and folktales, have been passed down orally from one generation to the next. A thousand years ago in Chinese cities, people gathered in marketplaces to listen to storytellers tell many kinds of stories. These stories taught people about life and culture. Later, people wrote the stories down.

There are still storytellers around the world. What are some ways that stories are communicated today?

Key Vocabulary
- delighted
- desperate
- magical
- shallow

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Use the context of the sentences to help you determine the meaning of the **highlighted** word. Discuss the meanings in a small group.

1. I am **delighted** that I got a good grade on my test.
2. The hungry animals are **desperate** for food.
3. The stone is **magical**. It makes your wishes come true.
4. This pond is **shallow**. The water comes only to my knees.

Checkpoint

1. Name two things that people are often **desperate** for.
2. Name two things that make you feel **delighted**.

Vocabulary Log | Workbook page 54 | Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Say: *A fable is a story that takes place in another time and place, usually in the past.* Preview the illustrations in Reading 2 and ask students to comment on them. ***Say:*** *This story is about a rich man and a poor old peddler. Who do you think is the main character?* (the peddler) *The poor old peddler appears to be important because he is the one who appears in the illustrations. Where do the events in the story appear to take place?* (in a dark forest) *Think about these details as you read. They will help you understand the fable.*

Extension

Have students work in pairs to retell a familiar short fable. Together, they should try to list the characters, plot, and setting. Have them arrange a timeline of the events. Then, have them get together with another pair and tell each other their fables.

Reading Strategy

Understand Theme

The **theme** of a story is what the storyteller wants you to remember. Sometimes the theme is clear. Other times you have to look for clues, such as words or views that are repeated, important events, or characters' statements, actions, thoughts, or feelings.

Text Genre

Fable .

A **fable** is a short, imaginary story that teaches a lesson. It usually has animals that talk and act like humans. The purpose of a fable is to teach a moral. Look for these features as you read "We Are All One."

Fable	
characters	people or talking animals, sometimes with **magical** abilities
setting	when and where the fable happens; real or imaginary, but usually in the past
plot	a series of events in a story

Build Your Knowledge

Fables and **fairy tales** are both forms of **imaginative literature**, but there are several differences. Fairy tales often have imaginary beings, such as fairies. They are written for children. The purpose is to entertain. Fairy tales can teach a lesson, but it is usually not as clear as the lessons that fables teach.

Meet the Author



Laurence Yep was born in San Francisco, California. During his youth, he liked to read science fiction and fantasy books. In those books, he says, "children leave the everyday world and go to a strange place where they have to learn a new language and new customs."

Reading Focus Questions

As you read, think about these questions.

1. How does this fable relate to the theme "Together as One"?
2. What is the author's purpose for telling this fable?
3. What does the poor beggar teach a rich man about life?

Checkpoint

1. Why is it important to understand the **theme** of a **fable**?
2. What does a **fable** teach the reader?

Workbook pages 55–56

Independent Practice CD-ROM/Online

Cultural Connection

Making connections Point out that every culture passes stories down from generation to generation. ***Ask:*** *What kind of stories have you heard from people in your own culture?* (Answers will vary, but should include fairy tales, family stories, even movie plots.) Have a volunteer summarize one of these stories. ***Ask:*** *Is this story a fable? How do you know?* (It's a fable if it has some of these features: talking animals or magical events and a moral.) Have other volunteers tell familiar stories. Have the class analyze each story. ***Ask:*** *Who first told you this story? Is it a story you might tell your own children some day?* (Responses will vary.)

Writing Strategies

Relate ideas and observations Have students write a short paragraph about a familiar fairy tale. Explain that a fairy tale is similar to a fable, but it is usually created to entertain and does not have a clear lesson. Instruct students to use the Key Vocabulary words in their paragraphs. Have students share their paragraphs in small groups.

Unit 1 • Chapter 2 Before Reading 2

Reading Strategy

Understand Theme

Apply reading strategy Have students review the theme from Reading 1. ***Say:*** *The theme is the message or lesson of an entire text. What theme can you identify from Reading 1?* (Cells are the building blocks of all organisms.) *How did you identify the theme?* (I identified the most important idea.)

Text Genre

Fable

Compare genres Have students go to the library and find a book of fairy tails. Encourage them to read at least one fairy tale from the book. ***Say:*** *A fairy tale is another kind of imaginative literature.* After students read Reading 2, have them compare and contrast it to the fairy tales. ***Ask:*** *What similarities do you notice between the fairy tales you read and the fable "We Are All One"? What differences do you see?*

Meet the Author

Laurence Yep

- **Explain author background** Laurence Yep was born and grew up in San Francisco. He has written and received national awards for his books for children and young adults.
- **Map skills** Have students locate California and San Francisco on a map or globe.

Reading Focus Questions

Preteach Explain to students that they should think about the Reading Focus Questions as they read "We Are All One." They will revisit the questions after reading the selection.

Reading Focus Questions Answers

1. It teaches that rich or poor, big or small, all living things are connected.
2. to entertain and to teach a lesson about life and human nature
3. that even the smallest and poorest creatures can contribute important things

Checkpoint Sample Answers

1. The theme is what the author or storyteller wants you to remember about the story.
2. A fable teaches the reader an important truth (moral) about life and human nature.

We Are All One, from *The Rainbow People* by Laurence Yep. Copyright © 1992. Reprinted by permission of HarperCollins.
Student Edition pages: 48-50; **Description of change:** Text removed from within story; **Rationale:** Fit, Social Content

Read the Selection

CD 1, Track 5 (optional)
Instructional Routine for Reading page Txxvi
Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Explain that the word *cure* in paragraph 2 means *to make well* or *heal*. Point out that we know the rich man had a disease. The word *reward* is a clue to the meaning of *cure*. Getting a reward suggests that to cure means to end the disease.
- **Prereading** Have students read the title. ***Ask:*** *What does the title mean to you?* (All living things are related.) Have them predict what the theme of the story. (Different kinds of beings depend on one another.)
- **Tapping reading** Begin reading aloud. As you read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** Ask students to describe the peddler's appearance. (He looks old and weak.) ***Ask:*** *How would you describe the forest?* (dark and mysterious)

Reading Fluency

Echo Reading "We Are All One," paragraphs 1-3

Reading Strategy

Teacher modeling Model the reading strategy for students. ***Say:*** *As I read, I look for clues about the theme. The theme tells what the story is about. Themes include love, friendship, helpfulness, or kindness. I see that this story tells what the old man does. He seems kind. I wonder if kindness is the theme. I'll keep looking for other clues to the theme.*

Reading Strategy Answers
All life is connected; it is a clue because the main character says it and it is the title of the folktale.

Reading 2
Literature

We Are All One

by Laurence Yep

1 Long ago there was a rich man with a disease in his eyes. For many years, the pain was so great that he could not sleep at night. He saw every doctor he could, but none of them could help him.

2 Finally, he became so **desperate** that he sent **criers** through the city offering a reward to anyone who could cure him.



3 Now in that city lived an old candy **peddler**. He would walk around with his baskets of candy, but he was so kind-hearted that he gave away as much as he sold, so he was always poor.

4 When the old peddler heard the announcement, he remembered something his mother had said. She had once told him about a **magical herb** that was good for the eyes.

5 The next morning, he was the first one to leave the city. He did not stop until he was deep inside the woods.

6 As he examined the ground, he noticed ants **scurrying about**. On their backs were **larvae** like white grains of rice. A rock had fallen into a stream, so the water now spilled into the ants' nest.

Reading Strategy
Understand Theme
What does the peddler mean when he says, "We're all one?" Why is this a clue to the theme?

7 "We're all one," the kind-hearted peddler said. So he waded into the **shallow** stream and put the rock on the bank. Then with a sharp stick, he dug a **shallow** ditch that sent the rest of the water back into the stream.

8 Without another thought about his good **deed**, he began to search through the forest.

criers people who make public announcements in a loud voice
peddler person who sells small items on the street
herb plant used in food or as medicine
scurrying about moving around quickly
larvae second stage in the development of many kinds of insects
deed something someone does

Differentiated Instruction • Reading Comprehension

Scaffolding

Use a **Three-Column Chart** to compare and contrast the peddler and the rich man. The headings of the columns are: Character / Description / Actions. In the first column write "peddler" in row 1 and "rich man" in row 2. Have students work in pairs to complete the other two columns. In column 2, they might write adjectives such as *rich, poor, old, kind-hearted, powerful, desperate,* and *helpful.* In column 3, they should list actions such as: *sends out criers, offers a reward, helps ants, gives away candy, helps centipede.* Ask students to add details to the chart as they read the story.

Extension

Call attention to the special community that the ants live in. Explain that ants are a good example of individuals working "together as one." Tell students that thousands of ants work together to build their ant colony, or home. ***Ask:*** *What other animals do you know of that work together to build a home?* (e.g., bees, termites, beavers) *What kinds of things do people build together?* (skyscrapers, stadiums, bridges) *How does working together help people to do more?* (People can divide jobs up and accomplish more.)

9 Night was coming fast and with it the cold. He rubbed his arms and hunted for **shelter.** In the **twilight,** he thought he could see the green tiles of a roof.

10 He stumbled through the growing darkness until he reached a ruined temple.

11 As he started inside, he saw a centipede with bright orange skin and red tufts of fur along its back. It was also rushing into the temple as fast as it could, but there was a bird swooping down toward it.

12 The old peddler waved his arms and shouted, scaring the bird away. Then he put down his palm in front of the insect. "We are all one, you and I." The many feet tickled his skin as the centipede climbed onto his hand.

13 "We are one, you and I," a voice said faintly—as if from a long distance. "If you go south, you will find a pine tree with two trunks. By its roots, you will find a magic bead. **Dissolve** that bead and tell the rich man to drink it if he wants to heal his eyes."

14 The old peddler **trembled** when he heard the voice, because he realized that the centipede was **magical.**

15 He followed the centipede's instructions when he left the temple. Traveling south, he **kept a sharp eye out for** the pine tree with two trunks. He walked until late in the afternoon, but all he saw were normal pine trees.



shelter building or covering that **protects**
twilight time between sunset and darkness
dissolve put something into a liquid and make it seem to disappear
trembled shook with fear
kept a sharp eye out for watched carefully

Reading Strategy

Understand Theme How is what the peddler did for the centipede similar to what he did for the ants? How does the centipede respond?

Reading Check

1. **Recall details** Why does the peddler leave the city?
2. **Infer** Why is the peddler afraid when he realizes the centipede is **magical?**

Read the Selection

- **Preteach vocabulary** Direct students to the phrase *kept a sharp eye out for* in paragraph 15. ***Ask:*** *What is something that is sharp? What does an eye do?* Have students guess why this phrase means *watched carefully.*
- **Tapping Reading** Begin reading aloud. As you read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *Why is the peddler holding the centipede so closely?* (He is listening as the centipede gives him directions to the magic bead.)
- **Vocabulary development** Explain the word *tickling* by showing a tickling motion with your hand. Have students repeat the motion with their own hands. ***Say:*** *The centipede* tickled *the peddler's hand.* ***Ask:*** *What other things tickle?* (feathers, fingers)

Reading Strategy

Clarify Explain how to gather information about the theme from the text. ***Say:*** *Look at the words and actions of the main character in the story. He helps others even when he doesn't need to.* ***Ask:*** *What reason does the peddler give for helping others?* (We are all one, you and I.) *What kind of theme, or large issue, does this suggest for the story?* (a theme of kindness or togetherness)

Reading Strategy Answers
He saves the centipede's life just as he saved the ants' lives.
The centipede repeats the words, "We are one, you and I."

Reading Check Answers
1. He wants to search for a magical herb that is good for the eyes.
2. The peddler trembles because he is surprised that the centipede is magical.

Community Connection

Relate to personal experience Ask students to describe the peddler's place in his community. ***Ask:*** *What are some things that the peddler does that show he feels like part of his community?* (He gives away candy, helps a neighbor, says, "We're all one.") Ask students to name someone who is helpful to their community (school or home). Have them write a paragraph about the person. They should include details to support their opinions.

Writing Strategies

English language conventions In English, an apostrophe is used to show ownership. ***Say:*** *An apostrophe shows who owns something.* Write the peddler's candy. ***Say:*** *The apostrophe shows that the candy belongs to the peddler.*

Write: *The money belongs to the rich man. The stick belongs to the peddler.* Have volunteers use an apostrophe to show ownership for each example. (the rich man's money; the peddler's stick) Have students find another example of an apostrophe showing ownership on page 47. (centipede's)

Read the Selection

- **Preteach vocabulary** ***Say:*** *In paragraphs 19 and 20, the author writes that the ants* reappear *and* disappear. *What do these words have in common?* (the root *appear*). Disappear *means to vanish, or no longer be in view.* Reappear *means to come back into view.*
- **Tapping reading** Begin reading aloud. As you read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Say:*** *Where is the peddler?* (near a stream) *What does he seem to be doing?* (changing the course of the water)
- **Grammar preview** Point out examples of nouns in the text, such as *tree* (paragraph 16) and *man* (paragraph 18). Students will learn about nouns on page 54.

Reading Strategy

Practice the strategy ***Say:*** *The peddler thanks the ants. How does this relate to the theme?* (The peddler believes all living things, even ants, are connected. He sees that his kindness is repaid by other living creatures.)

Reading Strategy Answers
He wants to show that he and the rich man are not so different. It shows that the storyteller believes that all human beings belong to the same "family" and should help one another.



16 Just when he was thinking about turning back, he saw the odd tree. But the ground was covered with pine needles and his old eyes were too weak. The old peddler could have wept with **frustration**, and then he remembered the ants.

17 He began to call, "Ants, ants, we are all one."

18 Almost immediately, thousands of ants came **boiling out** of nowhere. **Delighted**, the old man held up his fingers. "I'm looking for a bead. It might be very tiny."

19 In no time, the ants reappeared with a tiny bead.

20 Putting the bead into his **pouch**, the old peddler **bowed** his head. "I thank you and I thank your **queen**," the old man said. After the ants disappeared among the pine needles, he made his way out of the woods.

21 The next day, he reached the house of the rich man. However, he was so poor and ragged that the gatekeeper only laughed at him. "How could an old **beggar** like you help my **master?**"

Reading Strategy

Understand Theme
Why does the peddler repeat to the gatekeeper what he said to the ants and the centipede? How does this statement reflect the theme of this story?

22 The old peddler tried to argue. "Beggar or rich man, we are all one."

23 But it so happened that the rich man was passing by the gates.

24 The old peddler took out the pouch. "Dissolve this bead and drink it down." Then, turning the pouch upside down, he shook the tiny bead onto his palm and handed it to the rich man.

25 The rich man immediately called for a cup. He waited a moment and then drank it down. Instantly the pain **vanished.** Shortly after that, his eyes healed.

26 The rich man was so happy and grateful that he doubled the reward. And the kindly old peddler and his family lived comfortably for the rest of their lives.

frustration feeling that results when someone can't do what he or she wants to do
boiling out pouring out
pouch soft bag
bowed bent downward; lowered
queen leader of an ant colony
beggar person who has little and asks for help
master person who gives orders to others
vanished disappeared

Differentiated Instruction • Readings 1 and 2

Scaffolding

Use a **Two-Column Chart** to help students compare the two readings in Chapter 2. In the left column write "Level" and in the right column write "Examples." Fill in the left column with small to large items: "cell level," "tissue level," "organ level," "organ system level," "organism level," "organism group level," and finally, "all living things level." Ask students to think of examples to fit in each level. For example, for the cell level they might write "red blood cells." For the "organism level," they might write "ants" and "people."

Extension

Help students write a paragraph that compares the themes of the two selections. Remind students that the theme is the main thought or idea of a selection. ***Ask:*** *What is the theme of the first selection?* (All organisms are made of cells.) *The second selection?* (All living things are one.) *What do the two themes have in common?* (Both show that groups can join together as one.)

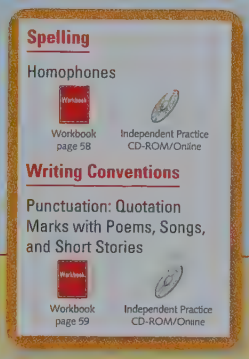
After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** Why is the rich man **desperate** for help?
2. **Identify plot** What are the main events of the plot? For each event, identify its cause and its effect on future actions.
3. **Identify feature of genre** What three things happen to the peddler on his way to see the rich man?
4. **Determine cause for character action** Why did the peddler give away candy? Why did he help the rich man? Use your knowledge of his character to answer the question.
5. **Identify point of view** Who is the narrator of the fable?
6. **Relate to self** What lesson about human nature did you learn from this fable? How can you apply this lesson to your everyday life?
7. **Revisit the Reading Focus Questions** Go back to page 47 and discuss the questions.





Connect Readings 1 and 2

You have read two readings on the theme "Together as One." Use these activities to make **connections** between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the genre?	What is the most important idea?	How did pictures help your understanding?
Cells and Organisms			
We Are All One			

2. With a partner, ask and answer these questions.
   a. In "We Are All One," a bead heals the disease in the rich man's eyes. Think about what you learned in "Cells and Organisms." What helps the body to fight disease?
   b. How are cells related to living organisms? How is the centipede related to the rich man?
3. **Revisit the Chapter Focus Question** What do all people have in common? Use examples from the readings in this chapter to support your answer.

Grouping Strategies

Opportunities for practice Buddy reading is an effective way to help students of different reading levels. Pair two "buddies" together—one student with very strong skills, the second student with less strong skills. Have students read together out loud and to themselves. Encourage partners to ask each other questions about unfamiliar terms and concepts. Instruct the stronger of the two students to be helpful. Remind students that we learn from each other. Buddy pairs may sit together and work on writing projects together. Buddy pairing helps both types of student. The less strong student gets content help. The stronger student practices summarizing and explanation skills by having to make them understandable.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. He is desperate for help because his eyes are in pain.

"Think and Search"
2. The peddler helps ants because water is getting into their hole; the ants later help the peddler find the bead. The peddler helps the centipede because it is in danger of getting eaten by a bird; the centipede tells the peddler where in the forest he can find the bead. The peddler finds the bead because the ants brought it to him; the peddler is able to take the bead to the rich man. The peddler cures the rich man because he has found the bead; the rich man can see again.
3. The peddler helps ants, he helps a centipede, and he calls on the ants for help.
4. The peddler was kind-hearted. The peddler wanted to help any person or creature in need.

"Author and You"
5. The storyteller and author, Laurence Yep

"On Your Own"
6. *Sample answer:* If you help others, you will be rewarded. Try to help others whenever you can.

Responding to the Reading Focus Questions
7. See answers on page 47.

Spelling

Homophones Students will learn more homophones on page 58 of the Workbook.

Writing Conventions

Punctuation: Quotation marks with poems, songs, and short stories Students will learn more about the use of quotation marks with titles on page 59 of the Workbook.

Connect Readings 1 and 2

Connect to theme ***Ask:*** *How do Readings 1 and 2 connect to the theme of "Together as One"?* ("Cells and Organisms" shows that many cells make a single organism. "We Are All One" shows that individuals can help and support each other.)

Answers
1. "Cells and Organisms": *genre:* textbook; *important idea:* cells work together to keep organisms alive; *how pictures help:* diagrams help explain information in the text; "We Are All One": *genre:* folktale; *important idea:* all living things are connected and can help one another; *how pictures help:* drawings show what is happening in the story.
2. a. white blood cells; b. Cells make up living organisms. The centipede and the rich man are both organisms.
3. All people are living organisms. All people are made of cells.

Listening and Speaking

Deliver an Oral Summary in a Jigsaw Group

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** Point out the word *expert* that first appears in question 2. ***Say:*** *An* expert *is a person who knows a lot about a subject.*
- **Vocabulary review** Remind students to use Key Vocabulary words when possible in their oral summaries.
- **Practice** Ask students to work in small groups and take turns naming experts they know by completing this sentence: *(My father) is an expert at (building things).*

Reading Fluency

Repeated Reading Listening and Speaking, first two paragraphs

Phrases for Conversation

Asking for Clarification

Listening and Speaking Strategies Working with a volunteer, model how to use the phrases asking for clarification in the box. Then have students work in pairs. Have one student make a statement, and the other ask for clarification with one of the phrases in the box. Have them switch roles and continue until they have practiced all the phrases.

Giving Encouragement

Extend Provide students with other common phrases of encouragement in English. ***Say:*** *Other ways to give encouragement are* Way to go! *and* You did great!

Phrases for Conversation

Asking for Clarification

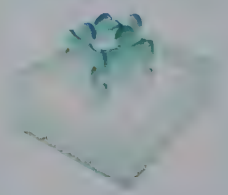
Where is ...?
What does that mean?
Can you explain?
What about ...?

Giving Encouragement

Good job!
Well done!

Build Your Knowledge

To help the listener identify important ideas, use changes in volume, pitch, and tone as you speak. Choose words and phrases carefully to help the listener understand your meaning. Also, use pauses after important words or phrases, as well as appropriate gestures and pacing.



Listening and Speaking

Deliver an Oral Summary in a Jigsaw Group

A jigsaw puzzle is a picture cut into pieces. When the separate pieces of the puzzle all fit together, you can understand the picture.

You and your classmates will become a jigsaw group. A jigsaw group is like a jigsaw puzzle. Each student's part is like a puzzle piece. All the parts are necessary, and all the parts must come together to understand the whole work.

1. Divide into jigsaw groups of three.
   a. Your teacher will assign each member of your group a different section from "Cells and Organisms."
   b. Read your section of the text silently at least two times. Then read it aloud. Try to read accurately and fluently, using appropriate pacing, expression, and intonation. You do not need to memorize the text.
2. Form temporary expert groups.
   a. Work together with students from other groups who have the same section of text. Become experts on your section.
   b. Discuss the main ideas of the section with your expert group. Include only the important details and examples from the reading.
   c. Plan and rehearse the summary you will present to your original jigsaw group.
3. Return to your original jigsaw group.
   a. Present the summary of your section to the group. Then ask your group questions to find out what they learned from your summary.
   b. As you listen to other experts, ask questions for clarification from the Phrases for Conversation box.
4. Discuss the jigsaw experience with the whole class.
   a. Talk about working in your jigsaw group. What was it like putting together a jigsaw puzzle?
   b. Talk about learning from the experts of separate sections. Was it easier to understand the information in the whole chapter?
   c. Tell the experts how well they did.

Differentiated Instruction • Listening and Speaking

Scaffolding

Point out the phrase *What does that mean?* It may mean that the listener does not understand what the speaker has said. Or, it may mean that the listener wants the speaker to give an opinion about something she or he has said.

The speaker should then ask, "Is something not clear?" The listener can ask for an explanation. Or, the listener can ask the speaker to explain why the point is important. For example, a listener might ask, "What do you mean by saying the nucleus is the *center* of the cell?" The speaker may respond by saying, "What I mean is that the nucleus is the *most important part* of the cell."

Extension

Have students apply the concept of "Together as One" to a team. Have a student present a description of a team—who was on the team, what the team did, how the team worked together, what jobs team members did, and so on. Teams may include sports teams, musical teams, and work teams. Listeners can then use the Listening and Speaking questions to clarify the information given by the speaker.

Reading Fluency

Choral Reading

When you listen to someone read fluently, you learn how to be a more fluent reader.

1. Your teacher will read a paragraph from "Cells and Organisms."
   a. Follow along silently as your teacher reads.
   b. Pay attention to your teacher's pacing (speed), expression, and intonation (level and sound of voice).
2. Your teacher will read the paragraph again.
   a. Read aloud with your teacher and the class.
   b. Try to read fluently and accurately. Follow your teacher's pacing, expression, and intonation.
3. Read the paragraph aloud again to a partner, and listen as your partner reads.

Vocabulary Development

Similes

Figurative language is language that expresses meaning in colorful, creative ways instead of expressing exact meaning. This helps the reader visualize ideas in new ways. A **simile** is a type of figurative language. A simile compares two different things using **like** or **as**.

Similes	Things being compared	Similar qualities (ways they are alike)
Her hands felt like ice.	hands, ice	cold
Tim is as slow as a turtle.	Tim, turtle	slow

1. Find a simile in "We Are All One." What things are being compared? How are they similar?
2. Write your own similes. Copy the comparison chart. Complete it with two similes using **like** and two similes using **as**. Use your own ideas or the ones below.

tree flower dog story rock
stick night voice wind bug

Checkpoint
1. What is a **simile**?
2. Write a **simile**.

Vocabulary Log | Workbook page 60 | Independent Practice CD-ROM/Online

Home Connection

Relate ideas and observations With a family member, have students discuss how their own family functions as a unit. Students can identify who belongs to the family and what their roles, responsibilities, and privileges are. Students can also identify how the family functions as one to make important decisions.

Students who do not live with their biological families can complete the activity with their social or extended families. Have students share what they learn in class.

Cultural Connection

Presenting questions Some students may think it is rude or inappropriate to ask questions of a public speaker. In the United States, people should feel they can question a speaker so long as they are respectful and polite. Tell students that speakers often leave time at the end of speech for members of the audience to ask questions. Have students practice asking questions with partners or in small groups to build the skills they will need.

Reading Fluency

Choral Reading

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

- **Intonation** ***Say:*** She *lost her* money. The stress is on *she,* indicating that the important thing is *who* lost the money. *She lost her* money. *Here, the important thing is* what *was lost, the money. Finally, She* lost *her money. This indicates that* losing *the money is the important thing.* Have students practice their intonation with these sentences and others like them.
- **Pacing** Demonstrate reading with bad pacing and expression. Then demonstrate good reading to contrast the two. Advise students to try to read slowly and clearly.

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Similes

- **Interpret figurative language** Stress that students should try to imagine all parts of a simile, even if they seem odd. ***Say:*** *Joe was as strong as a horse. The comparison doesn't mean Joe was actually as strong as a horse. It means that Joe was very strong compared to other people.*
- **Practice** Write: *The desert was dry as a _____. The classroom was like _____.* Then have students suggest nouns or phrases to complete each simile. Make a classroom list of similes the students like and want to refer to in their class work.

Reading Fluency

Reading Words in Chunks Vocabulary Development, first paragraph

Vocabulary Development Sample Answers

1. The larvae looked like white grains of rice.
2. A tree is like a skyscraper; the shirt was as colorful as a flower; the dog followed as close as a shadow; the story was as dull as dirt; her muscles were as hard as a rock; the night was like a black blanket; her voice was like music; the wind was as cold as ice; the bug flew like a dart.

Checkpoint Answers

1. a comparison between two different things that uses *like* or *as*
2. Sample answer: Her tears were as salty as the sea.

Grammar

Nouns

Instructional Routine for Grammar
page Txxxii

- **Preteach** Write on the board: *Sara eats apples. She eats apples.* Have students identify the subject in the first sentence (Sara). ***Say:*** *The subject, Sara, is a noun.*
- **Teach** Define *nouns* as words that name people, places, things, or ideas. Give examples of *concrete (horse, chair)* and *abstract nouns (peace, sleep)*, *common nouns* (uncapitalized) and *proper nouns* (capitalized).
- **Practice** Have students reread the first paragraph of the story on page 48. Ask them to identify all the nouns (*man, disease, eyes, years,* etc.), and write these on the board. Then, ask students to say whether each word is a person, place, thing, or idea, and write the responses on the board.
- **Apply** ***Say:*** *If you can touch it, the word is a* concrete *noun. You can touch a* ball *or* book. *If you can't touch it, the word is an* abstract *noun. You can't touch a* promise *or* freedom, *so they are* abstract *nouns.* Have students work in small groups to make a list of each type of noun.
- **Extend** ***Say:*** Common nouns *are not specific names.* Student, country, *and* street *are common nouns.* Proper nouns *are names like* Maria, South America, *or* River Road. Capitalize the first letter of all proper nouns. Have students work on a list of common nouns—then have volunteers suggest a proper noun for each common noun.

Practice the Grammar Answers
Common nouns:
1. author, story, beggar, man, disease, eyes
2. peddler, stream, rock, bank
3. family, mother
4. cork, microscope

Proper nouns:
1. Laurence Yep
3. Fiona, Seattle, Scotland
4. Robert Hooke

Use the Grammar Sample Answers
1. The name of my school is Chesterton Middle School. Ms. Flores is the principal of the school.
2. The speaker talked about the importance of honesty. This story has a theme of love.

Checkpoint Sample Answers
1. a computer. It's a thing.
2. They begin with a capital letter.

Grammar

Nouns

A **noun** is a word that names a person, a place, a thing, or an idea.

Nouns			
people	**places**	**things**	**ideas**
student	space	eyes	goodness
storyteller	market	Statue of Liberty	honesty
Angela	China	microscope	peace

Concrete nouns are nouns that can be seen or touched. **Abstract nouns** are nouns that cannot be seen or touched.

concrete nouns storyteller, microscope, eyes
abstract nouns honesty, peace, kindness

A **common noun** names a nonspecific person, place, or thing. A **proper noun** names a particular person, place, or thing. Proper nouns begin with a capital letter.

common nouns student, classroom, market
proper nouns Angela, Statue of Liberty, China

Practice the Grammar Copy the sentences. Underline each common noun. Circle each proper noun.

1. Laurence Yep is the author of a story about a beggar who helps a rich man with a disease in his eyes.
2. The peddler waded into the shallow stream and put the rock on the bank.
3. Fiona and her family live in Seattle, but her mother is from Scotland.
4. Robert Hooke observed cork through a microscope.

Checkpoint
1. Give one example of a concrete noun. Is it a person, a place, a thing, or an idea?
2. How can you recognize a **proper noun**?

Use the Grammar Independently
1. Say two sentences about your school. Use at least one common noun and one proper noun in each sentence.
2. Write two sentences about your neighborhood. Use at least one concrete noun and one abstract noun in each sentence.

Differentiated Instruction • Grammar

Scaffolding
Have students work in pairs and choose four sentences from one of the selections. Ask them to write the sentences. Have them list all the nouns they find in each sentence. Then have them write whether each is a person, place, thing, or idea.

Extension
Play "Twenty Questions" as a class. One student thinks of a famous person, place, or thing. The other students can ask yes/no questions to guess the answer. Model some questions: *Is it a person? Is it a place? Is it a thing? Is it alive? Is it an animal?*

Pronouns

A **pronoun** is a word that takes the place of one or more nouns. **Subject pronouns** replace subjects. **Object pronouns** replace objects.

Pronouns

Subject Pronouns			Object Pronouns
I/You/We/They	like Ana.	Ana likes	me/you/us/them.
He/She/It	likes Ana.	Ana likes	him/her/it.

An **antecedent** is the noun that a pronoun takes the place of. Both subject pronouns and object pronouns can replace the same antecedent.

antecedent → subject pronoun; object pronoun

The **man** is sick. **He** can't sleep. No one can help **him**.

Sometimes one pronoun replaces more than one antecedent.

antecedents → subject pronoun

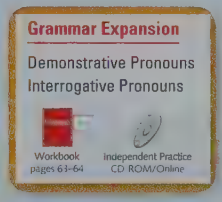
The **ants** and **centipede** help the peddler. **They** were kind.

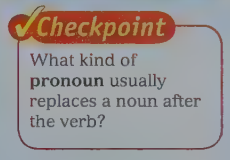
Practice the Grammar **Identify** the antecedent for each underlined pronoun.

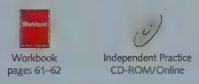
1. All cells have a membrane. It protects the cell.
2. Hooke saw tiny spaces. They reminded him of tiny rooms.
3. "You and I, we are one," says the peddler to the ants.

Use the Grammar Independently Rewrite the paragraph. Replace nouns with pronouns where possible.

Joe wants to learn about storytelling. Joe goes to a storytelling event. Joe sits next to Liz. Joe and Liz listen to the storyteller. The storyteller tells a story. The story is about a magical bird. Later, Joe asks Liz if Liz liked the story. Liz tells Joe that Liz liked the story.







Arts Connection

Create a mural Have students create a portrait gallery with three different rows: Proper Nouns, Nouns, and Pronouns. Each section should have its own portraits. For example, for Proper Nouns students might draw or paste a picture of a friend or a celebrity. For Nouns they might draw a girl, a firefighter, or a softball player. For pronouns they should draw and label *he, she, they, it.* Encourage students to be as imaginative as possible. Display the mural in class.

Home Connection

Grammar review ***Say:*** *Write a paragraph about the people and things in your homes. Reread your paragraph. Circle all the nouns. Decide which ones can be replaced with pronouns. Rewrite some sentences, replacing a noun with a pronoun. Then recopy the paragraph using a combination of sentences with nouns and sentences with pronouns.*

Grammar

Pronouns

- **Preteach** Point to the second sentence on the board: *She eats apples.* Ask students to identify the subject (she). ***Say:*** She *is a pronoun. A pronoun takes the place of a noun.*
- **Teach** Write two other sentences, one beneath the other: *Jim ate eggs. He ate them.* Circle the nouns. ***Ask:*** *What pronoun* replaces Jim*?* (He) Circle *He* and draw a line from *Jim* to *He.* ***Ask:*** *What pronoun replaces* eggs*?* (them) Circle *them* and draw a line from *eggs* to *them.* Repeat with other sentence pairs.
- **Practice** ***Say:*** *Subject pronouns almost always come* before *the verb. Object pronouns come* after *the verb.* Write: *Tia helped Jim.* ***Ask:*** *Is* Tia *a subject or an object pronoun?* (subject) *How do you know?* (It comes before the verb.) *What pronoun can replace* Tia? (She) *Is* Jim *a subject or an object pronoun?* (object) *How do you know?* (It comes after the verb.) *What pronoun can replace* Jim? (him) Point out that there are exceptions, but these rules are usually reliable in English sentences.
- **Apply** Write: *The peddler is poor. He has no money.* ***Say:*** *The* antecedent *is the word the pronoun replaces.* ***Ask:*** *Which word does* he *replace?* (peddler) *So peddler is the* antecedent. Repeat with other examples.
- **Extend** Have pairs of students work together. Have each student write three sentences. Each sentence should have a noun as subject and another as object. Have them exchange papers and rewrite the sentences, replacing the nouns with the correct pronouns.

Practice the Grammar Answers

1. It: membrane
2. They: spaces; him: Hooke
3. You: ants; I: peddler; we: peddler and ants

Use the Grammar Answers

Joe wants to learn more about storytelling. He decides to go to a storytelling event at the school. He sits in the front row, next to Liz. They listen carefully to the storyteller. She shares an interesting story. Later, Joe asks Liz if she enjoyed the story. Liz tells him how much she enjoyed it.

Grammar Expansion

Demonstrative Pronouns and Interrogative Pronouns Students will learn about demonstrative and interrogative pronouns on pages 63-64 of the Workbook

Checkpoint Answers

object pronoun

Writing Assignment

Write a Speech About a Theme

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: Word Web

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409-449

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing whenever possible.
- **Explain speech writing** Tell students that a speech should have a theme or main message. A speech can include facts, opinions, questions, and details. Students should remember that a speech is spoken aloud.
- **Include questions** To express the theme, students might ask *questions.* Examples: *What is goodness? How can people help one another? How can we plan the Winter Carnival?* The idea of these questions is to get the listeners to think about the theme of the speech.
- **Grammar Review** Remind students to use a variety of nouns and pronouns in their speeches.

Writing Prompt

Interpret the writing prompt Read the writing prompt aloud. Brainstorm a list of topics that might unite classmates and write these on the board. Tell students to model their speech after the sample provided.

Read the student model

Analyze a model speech Read the student model, then discuss it with students. Remind them that their speeches should express their own ideas. ***Ask:*** *What is the writer's theme?* (Goodness unites people.) *Does the speech persuade you to support this view? Explain.* (Responses will vary.)

Reading Fluency

Paired Reading Student Model

Writing Assignment

Write a Speech About a Theme

Writing Prompt

You are president of your class, and you want to unite your classmates with a message. Prepare a speech to share with students at an assembly. Include different kinds of nouns and pronouns in your speech.

Write Your Speech

1. **Read the student model.** The model is an example of one student's message to his classmates. The message shows how goodness can bring people together.

Student Model

Writing Suggestion

Notice how the student model repeats the phrase "Goodness means...." Repetition can help persuade the audience. You can also ask a rhetorical question, or a question that causes the reader to think but that the reader is not expected to answer. Use these persuasive techniques in your writing.

What is goodness? I believe that goodness is an idea that can unite us as one. Goodness means being concerned about others, rich or poor. Goodness means helping others when they need help. Goodness means protecting others when they are in danger. Goodness means thanking others for their efforts. Everyone who does good deeds is kind-hearted. Through kindness, we can be united.

We should not work for goodness because we expect a reward. We should work for goodness so that others can follow our example. Then more people will do good deeds, and goodness will spread. That will unite us. Let's work together for a common purpose. Let's unite our class through goodness.



Workbook page 65

Differentiated Instruction • Writing Assignment

Scaffolding

Have students read the student model. ***Ask:*** *How does the author define goodness?* (being concerned, helping others) *What final message does the author give?* (Unite the class with goodness.) ***Say:*** *You can use some of these features in your own speech. Try beginning with a question. Explain what the question asks. Be persuasive. Think of your audience. Try to get your audience to agree with your point of view.*

Extension

Record the student speeches for later conferencing. Review the strengths and weaknesses individually with each student. Focus on theme and making a connection. ***Say:*** *You want to try to connect with the audience. Don't just talk "at" the listeners.* Encourage students to be creative and flexible. Figurative language, word play, humor, and references to popular culture can be included to make a speech more interesting.

2. **Prewrite.**
   a. Select a subject for your theme. Possible subjects are:
      • kindness • honesty • fairness
   b. Organize your ideas about the subject. Think about these questions and take notes.
      • Why is the subject important?
      • What do you want to say about the subject?
      • How can the subject unite your class?
3. **Write your speech.** Use your notes to help you.
   a. Write your theme. Your theme should say something about the subject, such as "Honesty creates trust." Your theme is the **topic sentence** of your speech.
   b. Write **supporting details.** These support your beliefs about the theme.
   c. Write **a conclusion.** Restate your theme. Summarize how it can unite your class.
4. **Revise.** Read over your speech. Be sure your audience will understand your message.

   Use the **editing and proofreading symbols** on page 435 to mark the changes you need to make.
5. **Edit.** Check your writing for grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find any problems and errors.
6. **Deliver your speech to your class.** Then discuss how the ideas in your message can unite your class.

Writing Suggestion

Your introduction should cause the reader to want to continue reading. Beginning your writing by **asking a question** that you will answer in the body can help get the reader's attention.

Writing Checklist

1. I have a **topic** sentence (theme), supporting details, and a conclusion.
2. My language and tone are appropriate for my audience.
3. I used concrete nouns to make my writing specific.
4. I used subject pronouns and object pronouns correctly.

Writing Support

Grammar

Indefinite Pronouns

Indefinite pronouns refer to unnamed people, places, things, or ideas. Indefinite pronouns may not have specific antecedents. Some common indefinite pronouns are **someone, something, everyone, everything, many, others, all, none, some.**

Someone called me. Fatima wants **some.** **Others** will be there.

Apply Look back at the student model. Find two indefinite pronouns.



Workbook pages 66–68


Independent Practice CD-ROM/Online

Culture Connection

Delivery of oral communication Explain that the "rules" of communication change in different situations. For example, a teacher talking to a class speaks formally, while two friends may speak in a friendly style. People also use body language (gestures, eye contact, touching) to communicate. Ask students to share examples from their own cultures.

Classroom Management

Active Listening Tell listeners that their responsibility is to pay careful attention to the speech. Stress that listeners and speakers should show respect toward each other at all times. To initiate class discussion, ***Ask:*** *What was the theme of the speech? Do you agree with the theme? Why or why not?* ***Ask:*** *What was the best part of the speech?* Discuss student answers, then ***ask:*** *Was the speaker easy to understand? Were the ideas clear?*

Writing Assignment

Prewrite

- **Use graphic organizer** Have students use a **Word Web** to brainstorm speech ideas. Inform students that they should use their word webs to guide them through the writing process. ***Ask:*** *Which word in the web describes your theme?* (the center word) ***Say:*** *If you think of a new idea, feel free to add it to your paragraph. Do not ignore a good idea just because it is not in the word web.*
- **Focus writing** Have students select a focus for their writing based on the purpose for which they are writing, the audience for whom they writing, the required length of their writing, and the format of their writing.

Write your speech

- **Establish a theme** Remind students that a speech focuses on a theme. The theme should be what the speech is about—an important idea like goodness, trust, or loyalty.
- **Grammar review** Instruct students to use nouns and pronouns appropriately in their speech. In general, students should use nouns when referring to an item for the first time. Pronouns can be can be used when the writer makes the antecedent very clear.

Revise

Main idea and details ***Say:*** *Your speech should state a position. Then you should use facts and details to convince your audience that your opinion is right. Finally, your speech can end by calling your audience to action. Ask your audience to join you in your cause.*

Edit

Sentence structure Make sure students use complete sentences in their writing.

Deliver your speech

Remind students to speak clearly and slowly, and to use pauses. Remind them to make eye contact with their listeners.

Writing Checklist

Edit and revise Students should use the Writing Checklist after they complete their first drafts.

Writing Support

Grammar: Indefinite Pronouns Tell students not to rely too heavily on indefinite pronouns. Excessive use of these pronouns may make their speeches sound vague.

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check

Preview The Progress Check is the post-assessment section of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
contain: to hold within; *control:* to be in charge of; *protect:* to defend against harm or loss; *repair:* to fix; *separate:* to move something away from something else; *store:* to keep somewhere for future use; *delighted:* very happy, pleased; *desperate:* in immediate need; *magical:* having special powers; *shallow:* not deep

Academic Vocabulary
identify: to recognize, name; *topic:* the subject of a piece of information; *sequence:* to put into an order; *connection:* a link that joins things together

Reading Strategies
Finding the main idea helps you understand the most important point in the selection, while the details tell you why that main idea is important. Understanding the theme helps you understand the message of a story.

Text Genres
"Cells and Organisms" is a nonfiction science textbook reading; "We Are All One" is a fable.

Reading Comprehension
"Cells and Organisms" is about the building blocks that make up all living organisms. "We Are All One" is about how all living things are connected.

Spelling
Homophones are pairs of words that have the same pronunciation but different meanings and different spellings: *two / to*

Writing Conventions
Use quotation marks with the titles of poems ("The Wasteland"), songs ("Hey Jude"), and short stories ("My Korean Name").

Text Element
A science table has rows and columns. It makes connections between various important points in the text.

Listening and Speaking
Where is...? What does that mean? Can you explain...? What about...? Good job! Well done!

Vocabulary Development
A simile is a sentence that uses the words *like* or *as* to compare two or more things.

UNIT 1 • CHAPTER 2

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **contain, control, protect, repair, separate, store**	34
	• **delighted, desperate, magical, shallow**	46
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **identify, topic**	35
	• **sequence, connection**	44
Reading Strategies	How does finding the **main idea** and **details** help you to understand a reading?	44
	How does understanding the **theme** of a reading help you to understand the author's message?	47
Text Genres	What is the text genre of "Cells and Organisms"?	36
	What is the text genre of "We Are All One"?	47
Reading Comprehension	What is "Cells and Organisms" about?	45
	What is "We Are All One" about?	51
Spelling	What is a homophone? Give an example.	51
Writing Conventions	When do you use quotation marks for titles? Give three examples.	51
Text Element	What are the elements of a **science table**?	45
Listening and Speaking	**Phrases for Conversation**	52
	What phrases can you use to ask for clarification? What phrases can you use to encourage others?	
Vocabulary Development	What is a **simile**? What words help you **identify** a simile?	53
Grammar	What is a **noun**? Name four types of nouns.	54
	What is a **pronoun**? What is an **antecedent**?	55
Writing Support: Grammar	What are indefinite **pronouns**?	57

Grammar
A noun is a person, place, thing, or idea. Proper nouns name a particular person, place, or thing; common nouns are nonspecific; abstract nouns name things you cannot touch; concrete nouns name things you can touch. A pronoun is a word that takes the place of a noun. An antecedent is the word that a pronoun refers to.

Writing Support: Grammar
Indefinite pronouns refer to unnamed people, places, things, or ideas.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Skin

1 The skin is an important organ in your body. It contains the parts of your body. It protects them from harmful things. The skin is also responsible for how you look and feel.

2 The part of the skin you can see is called the epidermis. The epidermis makes melanin, which gives skin its color. The more melanin your skin has, the darker it will be.

3 The skin has sensors, or cells that give you feeling. Some help you feel heat or cold. Others help you feel pain. Your fingertips and feet contain the most sensors. Other cells repair the skin when it is damaged.

4 Your skin is like the house you live in. Both have a certain look, contain what is inside, and protect you from what is outside.

1 **What does protects mean in this sentence from paragraph 1?**

It protects them from harmful things.

- **A** keeps safe
- **B** holds together
- **C** keeps warm
- **D** gives color

2 **What is the main idea of this passage?**

- **A** Your skin has melanin and sensors.
- **B** Your skin has many different cells.
- **C** Your skin protects you and determines how you look and feel.
- **D** Sensors give you feeling.

3 **What paragraphs give specific details to support the main idea?**

- **A** paragraphs 1 and 2
- **B** paragraphs 2 and 3
- **C** paragraphs 3 and 4
- **D** paragraphs 1 and 4

4 **What is the genre of this text?**

- **A** a fable
- **B** a science table
- **C** a short story
- **D** a textbook section

Writing on Demand: Informational Text

Write a nonfiction paragraph about one of the other senses: seeing, hearing, taste, or smell. What parts of the body give you that sense? Describe the body parts and tell where they are located. Explain how this sense helps you live. **(20 minutes)**

Writing Tip
Include the main idea in your topic sentence. Then support your main idea with specific details.

Study Skill

Study Strategy It is important that students have a good place to study outside of school. It should be an environment free from interruptions and distractions; students learn better in a quiet environment. Students should choose a place that will be available on a daily basis. The study place should have enough light and a comfortable place to sit. Students should have a workspace large enough to hold everything they need to work on homework or to study for a test. Students should also be sure that they have all the study materials (paper, pencils, school books, a dictionary) they need before they begin. At the beginning of the school year, you may wish to take some time discussing a good study environment.

Unit 1 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 1, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 1, Chapter 2 Quiz
- **Milestones Tracker:** Unit 1, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies Instruction
Advise students to read the selection once and look for the main idea. ***Say:*** *It takes practice to figure out what is an essential idea in a reading and what is only a supporting detail. You get better at finding the main idea of a text the more you read.*

Reading Fluency

Echo Reading "Skin," paragraphs 1-4

Answers
1. A
2. C
3. B
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation:** 5 minutes to plan, and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret writing prompt** ***Say:*** *Focus on key words that tell you what to write.* ***Ask:*** *What kind of text are you asked to write?* (nonfiction) *How long should the text be?* (a paragraph) *What is the topic of the text?* (one of four senses) *What key features should the text include?* (the location and name of the body part that contains the sense) *What should the text explain?* (how the sense helps you)
- **Organize quickly** Once students choose a sense, have them list ways they use the sense. ***Say:*** *Think of three times you have used this sense.*
- **Revise** ***Say:*** *Make sure that you included everything the prompt asks for.* ***Ask:*** *Did you explain the body part that contains the sense? Did you include how you have used the sense? Did you mention how the sense helps you? Do you give examples for each of these points?*
- **Edit** ***Say:*** *Make sure that your use of nouns and pronouns is clear and not confusing.* Remind students that their final copy should be as well-organized and mistake-free as possible.

Listening and Speaking Workshop

Take Part In a Group Discussion

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach** Read the topic to the class. Tell students that you will guide them through how to have a group discussion.
- **Teach** Divide students into small groups for their discussions. Give each group time to choose a reading and to make a list of what they want to discuss about it.
- **Practice** Read through the list of discussion strategies in Conduct the discussion with the class.
- **Apply** Set a time limit for the discussions, such as 5–10 minutes. Let students know when they have just one minute left to conclude their discussions.
- **Summarize** Have students write their summaries in their small groups.
- **Explain attentive listening** Remind students that it is important to show respect those who are speaking by being quiet and making eye contact with the speaker.

UNIT 1

Apply & Extend

Objectives

Listening and Speaking
Take part in a group discussion

Media
Analyze a television talk show

Writing
Write a review of a story

Projects

Independent Reading

Listening and Speaking Workshop

Take Part in a Group Discussion

Topic

A **group discussion** is a way to share your ideas and learn from others. Work with a group of four students to discuss the readings in Unit 1. Compare and contrast the readings. Discuss the similarities and differences between how the readings show the unit theme "Together as One."

1. **Prepare for the discussion.**
   - **a.** Assign each member a reading from Unit 1.
   - **b.** Go back to your reading. Think about the theme "Together as One" as you review the reading.
   - **c.** Write a summary of your reading. Include the main ideas and most important details. Then write ideas about how the reading relates to the theme.
2. **Conduct the discussion.**
   - **a.** Share your summary with your group. Use your written summary as a guide, but do not read it.
   - **b.** As a group, compare and contrast the readings. Discuss the similarities. How do they relate to the theme? Then discuss the differences. How do they show the theme in different ways?
   - **c.** Listen carefully and **respond** respectfully to others' views. Allow each member an equal chance to speak.
   - **d.** State your ideas clearly. Give examples to support them. Be sure your ideas relate to the discussion.
   - **e.** Give positive and helpful verbal/nonverbal feedback.
   - **f.** Ask thoughtful questions. Respond to others' questions with appropriate details and explanations.
3. **Summarize your discussion.**
   Summarize the major ideas. Include supporting details and examples. Summarize the similarities first, and then the differences. Share your ideas with another group.
4. **Evaluate.**
   Use the **Speaking Self-Evaluation** to evaluate your contributions to the group discussion. Use the **Active Listening Evaluation** to evaluate how well you listened to other participants in your group.

Speaking Self-Evaluation
1. I stated my ideas clearly and gave examples to support my ideas.
2. My responses to others' views were respectful.
3. My verbal and nonverbal feedback was positive.
4. I stayed focused on the purpose of the discussion.

Active Listening Evaluation
1. I looked at the person who was speaking.
2. I listened carefully to what the person was saying.
3. I asked questions to make sure I understood the other participants' views.

Media Workshop

Analyze a Television Talk Show



In Chapter 1, you role-played an interview on a television talk show. Talk shows are a media form in which people get together to discuss a **topic** in front of an audience. The producers of talk shows come up with intersting **topics** that will cause people to watch the show.

A talk show has one or more **hosts** who lead discussions on each **topic**. The **guests** are ordinary people who are invited to talk about their experiences that relate to the **topic**.

1. Choose a talk show to watch with a parent or another adult.
2. Watch at least two episodes of the show. As you watch, notice the overall message and how it is presented. Think about these questions as you watch.
   a. Who is the host? How would you describe the host's personality?
   b. Who are the guests? How do they help you understand the **topic**?
   c. What is the **topic** for each show? What kinds of questions does the host ask about the **topic**?
   d. How is the studio audience involved in the show? Does the host interview people from the audience?
   e. What did you learn from watching the talk show that you didn't know before?
3. Talk about the talk show you watched with your class.
   a. What did you learn about television talk shows?
   b. How do television talk shows and other forms of media cause people to form certain opinions on **topics** and issues?

Study Skill

Be an Active Listener Remind students that listening is an active process. Listening well is an important part of learning and exchanging ideas.

· As you listen, look at the speaker. Sit still and concentrate.

· Listen to what the speaker says, but also study the speaker's expressions and actions. These tell what the speaker is feeling.

· Take an interest in the subject the speaker is talking about.

· Paraphrase what the speaker has said. Check your understanding. It also tells the speaker that you have been listening attentively.

· At appropriate moments, ask questions that will clarify the speaker's ideas and help you to understand the ideas better.

Be sure you have heard the speaker correctly before you disagree. Remember to be polite.

Unit 1 Apply & Extend

Speaking Self-Evaluation

- **Organization and delivery of oral communication** Students should read the Speaking Self-Evaluation rubric before giving their presentation to know what points they need to cover. Remind them that the focus questions after the prompt ask for specific answers. Each focus question asks for information that will help students respond to the prompt.
- **Assess** Students should reread the Speaking Self-Evaluation rubric after giving their presentation and think about what they did well and what they need to work on next time.

Active Listening Evaluation

Analyze oral presentation Students should use the Active Listening Evaluation to give the speaker feedback. Remind students that the purpose of feedback is to help speakers improve, not to make them feel bad about their mistakes. Point out that active listeners give the best feedback. Encourage students to jot down notes while they are listening. Urge students to incorporate effective speaking techniques from others into their own speaking style.

Media Workshop

Analyze a Television Talk Show

- **Compare and contrast** Compare a TV talk show with conversations students have with friends and family. ***Ask:*** *How are talk shows different from ordinary conversations? How are they the same?* Explain that talk show hosts write lists of questions to ask before the show. The hosts want to make sure the questions are good ones.
- **Analyze media sources** Discuss different types of talk shows with students. ***Say:*** *Talk shows have different purposes. Some talk shows discuss news. Other talk shows discuss sports or entertainment. Some talk shows are just funny—they want to entertain you.* ***Ask:*** *What kind of talk shows do you like?* (Responses will vary.)

Reading Fluency

Repeated Reading Media Workshop, first two paragraphs

Writing Workshop

Review of a Story

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409-449

- **Preteach** Ask students to think of their favorite story or book. Then have a few volunteers briefly describe the story and say why they liked it.
- **Review** Remind students to use new Key Vocabulary words, nouns, and appropriate pronouns in their reviews.

Writing Prompt

Analyze and clarify Direct students to the Independent Reading list on page 66. ***Say:*** *Your review should have a brief summary of the story. It should tell your opinion of the story, and explain whether or not your classmates should read the story.*

Prewrite

Say: *Read the story carefully. Take notes about the characters, setting, and plot. Then reflect on how you feel about the story. Did you enjoy the story? Would you recommend the story to others?* Have students make a Pros and Cons list to organize their thoughts about the story.

Writing Suggestion

Ask: *Has someone ever described a movie and told you every little detail? It is boring, isn't it? When you give a summary, you give only the most important details.*

Write a Draft

- **Organizational strategies** Explain that the purpose of the draft is simply to get ideas on paper. Tell students not to worry about mistakes. They can correct mistakes later, when they revise. ***Say:*** *Your review should have an introduction that gives the title, author, and a summary of what the story is about. Next, give your opinion of the story. Back up your opinion with facts and examples. Finally, write a conclusion that restates your opinion in a convincing way.*
- **Clarify purpose** Explain to students that the purpose of the review is to tell their classmates why they should or should not read the story. ***Say:*** *If you like the story, pretend that you are writing for someone who already thinks they do not want to read it. If you did not like the story, pretend that your audience does want to read it. Try to convince them otherwise by writing a persuasive and clear review.*

Writing Workshop

Write a Review of a Story

When you read a story for the first time, you form opinions about it. Your opinions might be about the characters, the plot, or how the author writes. By the time you finish, you form an opinion about the story as a whole. One way to express your opinion about a story is by writing a **review.**

Writing Prompt

Choose one of the short stories from *An Island Like You: Stories of the Barrio* in the Independent Reading section on page 66. Read the story and write a review of it for a classmate. In your review, give a brief summary of the story. Then tell your opinion of the story to **explain** why your classmate should or should not read it.

Writing Suggestion

A summary tells just the main ideas and most significant details. It should be short and in your own words. When you give a summary, make sure it relates the facts, not your opinions.

PREWRITE

1. Read the student model on the next page. It will help you to understand how to write a review.
2. Think about these questions and make notes.
   a. Who are the characters? What is the setting?
   b. What is the story about?
   c. What is your opinion of the story? Why do you feel that way? What examples and details from the story and your prior knowledge support your opinion?

WRITE A DRAFT

1. Start your review with an **introduction.** The introduction is the paragraph where you present the title of the story, the author, and a brief summary of what the story is about. Mention the time and place in which the story happens. Remember not to retell the whole story. Include your opinion of the story at the end of your introduction.
2. Next, write the **body.** The body should be three paragraphs in which you explain your opinion. Give examples and details from the story that support your opinion.
3. In your last paragraph, write a conclusion. Your **conclusion** should restate your opinion about the story in new words. End your review with a strong statement.

Student Model This student wrote a review of a book he chose from his school library.

Review of Iqbal
by Mike Wong

Introduction

Iqbal, by Francesco D'Adamo, tells the true story of Iqbal Masih, a boy from Pakistan. Iqbal is 13 years old when he is sold to Hussain Khan to be a worker in a carpet factory. Iqbal is very good at making carpets, but he is desperate to be free from the awful factory. He causes problems for Hussain Khan and teaches the other children that freedom is possible. Iqbal is a great story about courage, helping others, and doing the right thing.

brief summary with student's opinion

Body

The author tells the story through the point of view of Fatima, a girl who also works in the factory. Seeing Iqbal's actions through Fatima's eyes helped me understand the horrible conditions of the factory. I also got to see Iqbal as a hero just like she did.

examples supporting student's opinion

Iqbal is fun to read because of how the author writes. He describes Iqbal as very brave in his actions against Hussain Khan. He also reminds readers that Iqbal is not invincible. The author shows how hard it can be to stand up for what you believe.

Even though Iqbal takes place in a different part of the world, I could understand the struggles of the children in the carpet factory. In chapter seven, Iqbal says, "This kind of life isn't right. We should return to our families." His statement made me think about people all over the world who try to survive while separated from loved ones.

Conclusion

student's opinion restated

Anyone who reads Iqbal will be delighted by this inspiring story. It teaches that courage originates in yourself when you feel that something is wrong. The message of hope connects to our lives today. Iqbal will make you believe that freedom is possible for everyone.

Study Skill

Classroom Discussion Remind students that they should not be afraid to express their opinions in class. It is OK if people disagree. Remind them, however, that disagreements must be polite and respectful. Students should listen carefully to what others are saying. They should decide whether they agree or disagree with the speaker. They can take notes about points they wish to question or discuss. They can refer to these notes as they participate in a classroom discussion. It is a good idea to have two volunteers sum up the main points of each side of the discussion at the end of the discussion. Allow time for other students to add details or correct gaps in the summaries.

Unit 1
Apply & Extend

Student Model

- **Analyze model** Point out the introduction, body, and conclusion of the student model. ***Say:*** *The* introduction *tells you what the story is about and gets you interested. The* body *tells you how the reviewer connected to the story. He thinks that the boy in the story was a lot like himself. The body goes on to describe the writing style of the review. Finally, the* conclusion *repeats the reviewer's opinion. He likes the story—and he tells you why.*
- **Reading comprehension** After students read the student model, have them use questions like the ones below to outline the review they will write. I. Introduction: What is the title? Who is the author? What and who is the story about? II. My opinion: What were the strong and weak parts of the story? What examples show these strong and weak parts? Was it fun to read? Why? III. Conclusion: What was my overall opinion? What do I base this opinion on? Would I recommend this story to others? Why or why not?
- **Review structure** Have students compare their reviews to their outlines. Did they include everything they planned to include? Point out that it is okay for the review not to follow the outline exactly. ***Ask:*** *Does your review identify the author and title? Does it state your opinion of the story? Does it support your opinion with meaningful facts and examples? Does the review have a strong conclusion that clearly states how you feel about the story?*

Reading Fluency

Reading Words in Chunks Student Model, first paragraph

Writing Workshop (cont.)

Revise

Organize information ***Say:*** To revise *means* to change. *When you revise you look at the "big picture," not small mistakes. Read over your review. Place yourself in the role of a* reader, *not the writer. Then ask yourself: Does this review make sense? Is it easy to follow? What could make this review better?*

Inform students that they should use this stage of the writing process to make changes. Instruct them to mark things that need to be changed with an x. Then, one-by-one, they should make changes.

Edit

Teacher think aloud ***Say:*** *When you edit you go over the text sentence by sentence. Again, ask yourself: "Does the review make sense? Does it say what I want it to say?" Fix errors. Make improvements. Keep rereading the text. Look at the review through the eyes of a reader, not the person who wrote the review.*

Peer Review Checklist

Edit and revise As students peer edit, remind them to make suggestions that critique the work, not the writer. Remind students that every piece of writing can be improved. Tell students to try to be helpful. They should make specific suggestions for how to fix a problem. Remind them to point out positive as well as negative parts of the text. For example, "The topic sentence is just right, but I think you need to support it with an example."

Revising and Editing Checklist

- **Essay coherence** Have students check to make sure all points in the checklist are covered.
- **Formatting** Remind students to use correct indentation in their review.

Reading Fluency

Choral Reading Revising and Editing Checklist

Publish

Explain and clarify Explain to students that *publish* means to print your review and share it with others. Encourage students to illustrate their reviews with a "thumbs up" or "thumbs down" that indicates whether or not they recommend the story to others.

UNIT 1

Apply & Extend

REVISE

1. Read through your draft. Use the **Revising and Editing Checklist** as a guide to help you revise your draft.
2. Exchange your revised draft with a partner. Ask your partner to use the **Peer Review Checklist** to suggest ways that you can improve your writing.
3. Revise the draft again. Use your partner's comments to help you improve your writing.
4. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.

Peer Review Checklist

1. The introduction summarizes the story without giving away the ending.
2. The review states an opinion about the story and supports it with examples and details.
3. The opinions in the introduction and conclusion are consistent.
4. After reading the review, I _____ the story.
5. The review would be better if _____.

Revising and Editing Checklist

1. I included a brief summary of the story in my introduction.
2. I shared my opinion of the story in the introduction.
3. I gave three examples to support my opinion in the body.
4. My conclusion restates my opinion and ends strongly.
5. My sentences have a subject and a predicate.
6. I use a variety of nouns and pronouns.

EDIT

1. Reevaluate your review using the **Revising and Editing Checklist.** Add necessary and delete unnecessary text.
2. Fix any errors in grammar, spelling, and punctuation.

Writing Suggestion

A computer word-processing program can be useful as you write. Learn its various features, such as spell check. Become familiar with computer-related terms, such as **cursor, software, memory, disk drive,** and **hard drive.** For more information, see pages 443–444.

PUBLISH

1. Prepare your final draft in your best handwriting. Or use a computer word-processing program. Proofread your final version for typing or handwriting errors. Make corrections as needed. Be sure to indent the first line of each paragraph.
2. Share your review with a classmate who you think would be interested in the story. Ask your classmate if your review made him or her want to read the story.
3. Put your review together with your classmates' reviews. Keep them in your classroom or school library for others to read.

Projects

Choose one or more of the following projects to explore the theme of individuals joining together as one further.

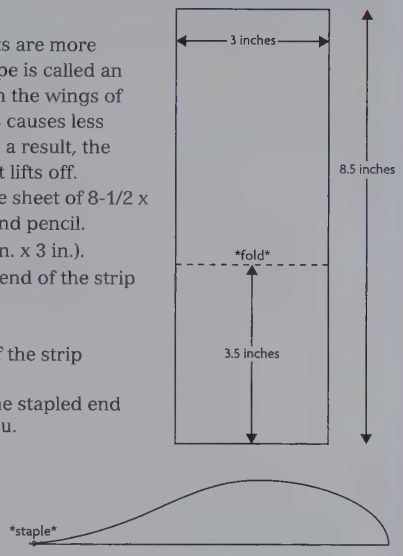
PROJECT 1

Make an Airfoil

The wings of butterflies and other insects are more curved on top than on the bottom. The shape is called an **airfoil.** Scientists study this shape to design the wings of airplanes. Fast-moving air above the wings causes less pressure than slow air below the wings. As a result, the wings are pulled up, and the plane or insect lifts off.

Make your own airfoil. You will need one sheet of 8-1/2 x 11 in. scrap paper, scissors, ruler, stapler, and pencil.

1. Cut a strip of paper 22 cm x 8 cm (8-1/2 in. x 3 in.).
2. Measure 9 cm (3-1/2 in.) down from one end of the strip and draw a line across it.
3. Fold the paper along the line.
4. Unfold the paper, and bring both ends of the strip together. Staple the ends together.
5. Let the airfoil hang from a pencil, with the stapled end hanging down and the flat side facing you.
6. Blow on the fold. What happens?
7. Turn the airfoil so the curved side faces you. Blow on the fold.
8. Report the results to your classmates. Discuss what made the airfoil rise.



PROJECT 2

Research and Summarize a Science Article

1. Go to a local library. Find a science article in a reference book, such as an almanac or encyclopedia. (See pages 438–439 for more information on reference materials, their organization, and how to use them.)
2. Read the article. Take notes on the main ideas. Include only the most important details and facts.
3. Give an oral summary of your science article to the class. Define any science terms that your classmates might not know. Use appropriate pacing and gestures.

Build Your Knowledge

A **reference book** contains information, such as facts and definitions. The information in a reference book is reliable. It is often used to research a **topic**.

Study Skill

Visual Information and Learning Use the following techniques to help students learn from visual information:

· Present information visually in the form of pictures, charts, maps, graphs, etc. Allow students to explain what they see and what information they gather from each visual.

· Use colored chalks or markers on the board to emphasize important information.

· Illustrate ideas as a picture or brainstorming bubble before writing them on the board. Encourage students to use graphic organizers to organize their ideas before they begin a task. Encourage students to close their eyes and describe what they "see" when they think about text they have just read.

Unit 1 Apply & Extend

Projects

PROJECT 1 Make an Airfoil

- **Instruction** Make sure to construct an airfoil before the class, and that you can answer questions students will have when making one. At the beginning of class, demonstrate how to make the airfoil. You may also write the steps on the board. Point to each step as you carry it out.
- **Customize** Offer different-colored markers for students to use to color their airfoil. Encourage students to show their individuality with the way they design their airfoil. Hang the airfoils around the room so students can look at the way everyone else colored and designed theirs.

PROJECT 2 Research and Summarize a Science Article

- **Guided application** Present students with possible article topics. List science topics that are simple, visual, and easy to understand. You might want to suggest books or web sites that show how things work, such as cell phones, doorbells, and so on. Encourage students to illustrate their presentations with diagrams and drawings.
- **Oral presentations** Point out the key features of an effective oral presentation. Write a short checklist of things to remember on the board. These things should include: *speak slowly and clearly, make eye contact with the audience, be prepared to answer questions the audience might have.*
- **Science extension** Have students find a book in the library that goes through multiple steps explaining how to do something, such as using a microscope. Or have them look up a technical manual online for how to use an electronic device, such as a video game console. Have them write a summary that explains the step-by-step instructions.

Reading Fluency

Repeated Reading Project 2

Independent Reading

- **Use a catalog** Tell students that they can find other books that relate to the unit by using a catalog from the library or an online database from a bookstore or school. To use a catalog, students type in the topic or author they are interested in. To find other books by Laurence Yep, students type in Yep's name and search for books. Many catalogs have links that connect one book to others. For example, a link might say, "Bookstore customers who bought *Half and Half* by Lensey Namioka also bought the following books..."
- **Book reviews** Offer students the possibility of receiving extra credit for writing a review of a book they read outside of class. The review should follow the writing checklist for reviews on page 64.
- **Read summaries** Advise students that it can be helpful to read the first few pages of a book to see if it catches their interest. Summaries on the back cover provide a general overview of the book, but students might like the plot of a book but not like the author's writing style. Encourage students to take a few minutes to read the first few pages to make sure the book is at their reading level and that they will enjoy it.
- **Reading log** Have students keep a Reading Log of their independent reading. Explain that a log is like a journal. It is a way to record or keep track of thoughts, ideas, and reactions to a book. It also keeps track of how many pages students read each day. Students can use the log to set personal goals for how much they will read. It can also be a way to review the story if it has been a long time since they read the book. Students can turn in these logs regularly so you can monitor their progress and comprehension.

Apply & Extend

Heinle Reading Library

King Arthur and the Knights of the Round Table by Howard Pyle

In a specially adapted version by Joshua E. Hanft

This classic tale shows the brave leader fighting for what is right, as well as for his beautiful Queen Guinevere. Travel back to King Arthur's England, where he and the Knights of the Round Table act courageously through all their dangerous adventures.

Build Your Knowledge

Your purpose for reading affects the strategies you use as you read. When you read to understand, you use different strategies than when you read for pleasure.

Read the books listed here for personal enjoyment. These books may cause you to think about different ideas or experiences. However, the most important thing is that you enjoy your reading experience.

Independent Reading

Explore the theme "Together as One" further by reading one or more of these books.

Half and Half by Lensey Namioka, Yearling, 2004.

Fiona is half Chinese and half Scottish—so where does she fit in? In this book, Lensey Namioka tells how a teenage girl decides who she is by experimenting with her identity (including dying her hair!) and asking her family questions about their heritage.

An Island Like You: Stories of the Barrio by Judith Ortiz Cofer, Puffin Books, 1995.

Follow the stories of 12 teenagers who all live in the same apartment building in Paterson, New Jersey, and are connected to Puerto Rico by the culture and customs of their families. Each will come to determine his or her place in this strong, close community.

Cuba 15 by Nancy Osa, Delacorte Books for Young Readers, 2005.

Violet Paz's father has never shared much about his past. So she is surprised when her Cuban grandmother wants her to have a *quinceañero*, the 15th birthday party typical in many Latino families, and becomes curious to know more about her roots. In this book, Violet finds ways to accept her family for who they are, and what makes them special.

Seedfolks by Paul Fleischman, HarperTeen, 2004.

When a young girl plants bean seeds in the soil of a trash-filled vacant lot, a community is inspired. Soon the entire neighborhood, filled with people from very different backgrounds, decides to work together as one to add to the garden.

The Storyteller's Beads by Jane Kurtz, Harcourt Brace, 1998.

This is the story of two Ethiopian girls: Sahay, who is Christian, and Rahel, who is Jewish. In Ethiopia, Christians don't associate with people who are Jewish. But when the girls find themselves alone and forced to leave their country, they give each other the strength they need to survive.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's research report, which may contain errors. Then answer Questions 1 through 4.

Migrating Animals

(1) Most animals do not migrate. **(2)** they live their lives in one place! **(3)** However, some animals spend their lives traveling. **(4)** Arctic terns, blue whales, caribou, and penguins are all animals.

(5) Some migrating animals travel hundreds of miles. **(6)** Caribou, for example, migrate about 800 miles. **(7)** Others travel thousands. **(8)** The arctic tern is a small white bird. **(9)** Arctic terns travel the greatest distance—24,000 miles each year. **(10)** Arctic terns migrate from the North Pole to South Pole. **(11)** After resting there for a few months, they travel back north again.

(12) All migrating animals travel great distances, but none as far as the arctic tern.

1. **How should you fix the capitalization and punctuation of sentence 2?**
   - **A** They live their Lives in one Place.
   - **B** they live their lives in one place.
   - **C** They live their lives in one place!
   - **D** They live their lives in one place.
2. **What detail can you add to the end of sentence 4?**
   - **A** that migrate each year.
   - **B** that fly south for the winter.
   - **C** that live in one place.
   - **D** that eat monarch butterflies.
3. **Which sentence can you remove and still understand the reading?**
   - **A** 4
   - **B** 8
   - **C** 9
   - **D** 12
4. **How can you improve sentence 10?**
   - **A** Arctic terns migrate from the South Pole to North Pole.
   - **B** It migrates from the North Pole to South Pole.
   - **C** Arctic terns travel across the globe.
   - **D** They migrate from the North Pole to South Pole.

Writing on Demand: Write a journal entry

Write a journal entry about your day so far. Talk about what you did before school, and share some things that have happened since you arrived at school. Finally, write about what you think will happen the rest of the day. **(20 minutes)**

Writing Tip
Remember to write the journal entry from your point of view. Use the correct subject pronouns.

Study Skill

Test-Taking Strategy When taking tests, students should:
- Read the test directions carefully.
- Ask the teacher to explain any part of the directions they don't understand.
- Examine the entire test to see how long it is.
- Decide how much time to spend on each part of the test.
- Plan to spend the most on the items that count for the most points.
- Answer the easiest questions first.
- Review their answers and make them as complete and accurate as possible.

Review the test directions to make sure they have answered everything required.

Unit 1 Milestones to Achievement

- **Assessment Book:** Unit 1 Exam
- **Teacher Resources:** *ExamView®* Unit 1 Exam
- **Milestones Tracker:** Unit 1 Exam
- **Workbook:** Assessment Practice Pages

Writing: Revise and Edit

Reteach capitalization and punctuation Remind students that every sentence should being with a capital letter. ***Say:*** *Within sentences, common nouns never get capitalized. Words like* bus, school, *and* girl *do not get capitalized. Proper nouns like* North Pole *do get capitalized. Direct students to pages 29 and 55 in the student book for more information.*

Reading Fluency

Echo Reading "Migrating Animals"

Answers
1. D
2. A
3. C
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Tell students they can use casual language in their journal because a journal entry is not a formal form of writing. Encourage them to write about how they feel about things that have happened.
- **Organize quickly** Before writing, students should make a list of things they did this morning. Have them put a plus or minus next to each activity if it affected them positively or negatively.
- **Revise** Students should use the Revise and Editing Checklist to read over their letter. ***Ask:*** *Is your journal entry more than just a list of your day's activities? Does it make you* feel *what happened?*
- **Edit** Have students edit their letters, fixing any grammar, punctuation, or spelling errors. Also, have them insert any new content they want to include.

- **Review using context clues** Write on the board: *My teacher had to separate my friend and me. We could no longer sit next to each other in class.* Underline the word *separate*. ***Say:*** *Let's try to figure out what* separate *means using context clues. The sentence is about two students who were moved away from each other. We can tell from the phrase* no longer *that the two friends did sit next to each other at one point in time. Now they do not. We can tell that* separate *is a verb because it is something the teacher did.* Separate *means to move apart two things that were once together.*
- **Review pronoun reference** If students are confused about who or what a subject or object pronoun refers to, advise them to reread the previous sentence. ***Say:*** *The noun that the pronoun describes is usually close to the pronoun. It will be earlier in the sentence or in the previous sentence. The noun that a pronoun refers to is called its antecedent.* Write on the board: The dog played with the stick. The dog's owner threw it across the yard. *Ask: What does* it *refer to in the second sentence?* (the stick) Stick *is the antecedent of the pronoun* it.
- **Reteach and reassess** ***Say:*** *Let's use context clues to figure out the meaning of a word in the story "Dragon Brains."* Write these sentences from paragraph 8 on the board: *He drank all the water out of the mountain lake. His stomach swelled like a balloon.* Underline the word *swelled*. ***Say:*** *The first sentence is about a dragon that drank a lot of water. The second sentence compares the dragon's stomach to a balloon. We know that drinking a lot of water makes us full. We also know that balloons get bigger when we fill them with air. It makes sense to assume that* swelled *means* got bigger.
- **Reteach and reassess** Write this sentence from paragraph 1 on the board: *However, Marvin was different than the others. He was friendly like a dog and smart like an elephant.* Underline the pronoun *He*. ***Say:*** *The second sentence contains the pronoun* he. ***Ask:*** *What noun does the pronoun* he *refer to?* (Marvin) Marvin *is the antecedent of the pronoun* he.

Reading Fluency

Readers Theatre "Dragon Brains"

Reading

Read this fable. Then answer Questions 1 through 8.

Dragon Brains

1 Long ago there lived in the mountains a small dragon named Marvin. Like all the other dragons, Marvin had hard skin, a long tale, wings for flying, and a breath of fire. However, Marvin was different than the others. He was friendly like a dog and smart like an elephant.

2 Three large dragons, Bord, Brun, and Barg, delighted in scaring and teasing the other animals on the mountain. One day a goat got lost from its herd and wandered to a place where Bord, Brun, and Barg were sitting. The dragons surrounded the goat and began to tease it. They breathed fire at it and burned its wool. They hit it with their long tails. The scared goat was desperate to get away from the three large dragons.

3 Marvin was flying overhead. He saw what the dragons were doing and landed on a cliff above them. "Excuse me!" Marvin shouted down to the dragons. "Which of you is the strongest dragon?"

4 The other dragons looked up at Marvin.

5 "The old man with magical powers who lives on the other side of the mountain wants to find the strongest dragon," answered Marvin. "So which of you is strongest?"

6 "I am!" shouted Bord, and he lifted up a huge boulder over his head. He swayed under the weight of the rock but held it strong.

7 "I am!" shouted Brun, and he grabbed the tops of two trees. He bent them toward each other so the tops touched and held them strong.

8 "I am!" shouted Barg, and he drank all the water out of the mountain lake. His stomach swelled like a balloon, but he held the water strong.

9 As the three dragons showed their strength, Marvin flew down to the goat and gently picked it up. "Come now, small one," Marvin said to the goat. "Let us go quickly to the old man and tell him that we have found the three strongest dragons in all the land!"



1 **What does the word delighted mean in paragraph 2?**
- A held
- B fixed
- C enjoyed
- D moved

2 **What does the word desperate mean in paragraph 2?**
- A not deep
- B in great need
- C strong
- D lost

3 **What is the problem in this story?**
- A Marvin is smaller than all the other dragons.
- B Three big dragons are scaring a goat.
- C Marvin distracts the dragons with a question.
- D Marvin and the goat fly away.

4 **Why is Marvin able to help the goat?**
- A He is bigger than the other dragons.
- B He is stronger than the other dragons.
- C He is smarter than the other dragons.
- D He can fly faster than the other dragons.

5 **From what point of view is the fable told?**
- A a narrator who is a character in the story
- B Marvin
- C the goat
- D a narrator who is not a character in the story

6 **What is the antecedent of the pronoun "them" in paragraph 3?**
- A the dragons
- B the cliff
- C Marvin and the goat
- D the trees

7 **What is the meaning of the word land in paragraph 9?**
- A to place
- B dirt
- C to bring to the ground
- D area

8 **Which of the following is a simile?**
- A different than the others
- B the strongest dragon
- C friendly like a dog
- D gently picked him up

Unit 1
Milestones to Achievement

- **Reteach theme** ***Say:*** *The theme is the big idea. What is the author's message?* (True strength comes from kindness.) *Which of the following best represents the moral of the story?*

  (a) Friends should work together.
  (b) Don't tease small animals.
  (c) Use your strength to be kind.

- **Reteach and reassess** ***Say:*** *Stories are often about characters who have a problem. To solve the problem, the characters must analyze the situation. They must think about the problem and try to find a solution. As a reader, you can identify the problem. Then you can look for clues. These clues tell you how the characters solved the problem. Ask yourself What is the problem? What caused the problem? What do the characters do to solve the problem?*
- **Review subject and object pronouns** Write on the board: *Mrs. Thompson is my teacher.* ***Say:*** *The sentence* could be changed to *She is my teacher. The word* she *is a pronoun. The antecedent of the pronoun* she *is* Mrs. Thompson. Write: *Mary and Jonas went to the park.* ***Ask:*** *What pronoun could replace* Mary *and* Jonas*?* (They) Write: *Bianca ate a donut. She likes donuts.* ***Ask:*** *Which word is an* antecedent *for the pronoun* she*?* (Bianca)
- **Reteach and reassess similes** Remind students that similes compare two different things. ***Say:*** *Similes are a type of figurative language. Similes always use the words* like *or* as. *This makes them easy to find.* Discuss some common similes: *runs like the wind, as quick as a fox,* and *happy as a clam.* ***Say:*** *Similes are a creative way to compare two things. Similes take a common characteristic of one object. They apply that characteristic to something else. Similes help an author describe things colorfully.*

Answers
1. C
2. B
3. B
4. C
5. D
6. A
7. C
8. C

UNIT 2 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Concept Wheel, Word Web, Vocabulary Log, Ratios, Two-Column Chart, Time Line, Paragraph
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool: Unit 2, Chapter 1
ExamView: Unit 2, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing On Demand

Assessment Book
Unit 2, Chapter 1 Quiz

Milestones Tracker
Unit 2, Chapter 1

Audio Program
CD 1, Tracks 6–8

Student Book
Unit 2, Chapter 1, pp. 70–99

Workbook
Unit 2, Chapter 1, pp. 69–88

Independent Practice CD-ROM
Unit 2, Chapter 1

Heinle Reading Library
Oliver Twist, by Charles Dickens

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 70–71) 40 MIN. Explore the Theme (p. 71) 40 MIN. Theme Activity (p. 71) 40 MIN. Chapter Focus Question (p. 72) 10 MIN.		Echo reading *Explore the Theme, questions (p. 71)
2	Student Book, Workbook	About the Reading (p. 72) 15 MIN. Build Background (p. 73) 40 MIN. Use Prior Knowledge (p. 73) 40 MIN. Vocabulary From the Reading (p. 74) 45 MIN.	Workbook (p. 69)	Paired Reading *Build Background (p. 73)
3	Student Book, Workbook	Academic Vocabulary (p. 75) 45 MIN. Reading Strategy (p. 75) 40 MIN. Text Genre (p. 76) 35 MIN. Meet the Author (p. 76) 20 MIN.	Workbook (p. 70)	Reading Words in Chunks *Meet the Author (p. 76)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 76) 15 MIN. Reading Selection (pp. 77–83) 125 MIN.	Workbook (p. 71)	Use Pace and Expression to Read a Dialogue *"The Diary of Anne Frank," paragraphs 8-33 (pp. 79-80)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 77–83) 140 MIN.	Workbook (p. 72)	CD Assisted Reading *"The Diary of Anne Frank," paragraphs 58-63 (p 83)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 84) 45 MIN. Academic Vocabulary (p. 84) 45 MIN. Reading Comprehension Questions (p. 85) 30 MIN. Literary Element (p. 85) 20 MIN.	Workbook (p. 73)	Choral Reading *Literary Element (p. 85)
7	Student Book, Workbook	About the Reading (p. 86) 20 MIN. Build Background (p. 86) 20 MIN. Vocabulary From the Reading (p. 86) 30 MIN. Reading Strategy (p. 87) 40 MIN. Text Genre (p. 87) 30 MIN.	Workbook (pp. 74–76)	Paired Reading *Text Genre (p. 87)
8	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 87) 15 MIN. Reading Selection (pp. 88–90) 105 MIN. Reading Comprehension Questions (p. 91) 20 MIN.	Workbook (p. 77)	CD Assisted Reading *"The Golden Rectangle," paragraphs 5-8 (p. 89)
9	Student Book, Workbook	Spelling (Workbook p. 78) 15 MIN. Writing Conventions (Workbook p. 79) 15 MIN. Connect Readings 1 and 2 (p. 91) 20 MIN. Listening and Speaking (p. 92) 60 MIN. Reading Fluency (p. 92) 30 MIN.	Workbook (pp. 78–79)	Repeated Reading *Listening and Speaking (p. 92)
10	Student Book, Workbook	Vocabulary Development (p. 93) 20 MIN. Grammar (pp. 94–95) 80 MIN. Grammar Expansion (Workbook pp. 82, 84) 40 MIN.	Workbook (pp. 80–84)	Choral Reading *Vocabulary Development, boxed idioms and explanations (p. 93)
11	Student Book, Workbook	Writing Assignment (pp. 96–97) 60 MIN. Writing Support (p. 97) 20 MIN. Progress Check (pp. 98–99) 60 MIN.	Workbook (pp. 85–88) ave students study for the Chapter 1 Assessment	Echo Reading *Student Model (p. 96)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 2, Chapter 1 Quiz) 140 MIN.		Use Pace and Expression to Read a Dialogue *"The Talent Show" (p. 99)

UNIT 2 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Two-Column Chart, Word Squares, Vocabulary Log, Web
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool: Unit 2, Chapter 2
ExamView Assessment: Unit 2, Chapter 2 Quiz
Exam View Assessment: Unit 2 Test
Rubrics: Rubric for Speaking Assessment, Rubrics: Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 2, Chapter 2 Quiz
Unit 2, Test

Milestones Tracker
Unit 2, Chapter 2

Audio Program
CD 1, Tracks 9–10

Student Book
Unit 2, Chapter 1, pp. 100–125
Unit 2, Apply & Extend, pp. 126–132
Unit 2, Milestones to Achievement, pp. 133–135

Workbook
Unit 2, Chapter 2, pp. 89–108

Independent Practice CD-ROM
Unit 2, Chapter 2

Heinle Reading Library
Oliver Twist, by Charles Dickens

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 100) 10 MIN. About the Reading (p. 100) 15 MIN. Build Background (p. 101) 30 MIN. Use Prior Knowledge (p. 101) 40 MIN. Vocabulary From the Reading (p. 102) 45 MIN.	Workbook (p. 89)	Repeated Reading *Build Background (p. 101)
14	Student Book, Workbook	Academic Vocabulary (p. 103) 50 MIN. Reading Strategy (p. 103) 50 MIN. Text Genre (p. 104) 40 MIN.	Workbook (p. 90)	Paired Reading *Reading Strategy (p. 103)
15	Student Book, Workbook, Audio Program	Meet the Author (p. 104) 20 MIN. Reading Focus Questions (p. 104) 15 MIN. Reading Selection (pp. 105–109) 105 MIN	Workbook (p. 91)	CD Assisted Reading *"Feudalism: A System for Living," paragraphs 1-2 (p. 105)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 105–109) 140 MIN.	Workbook (p. 92)	Repeated Reading *"Feudalism: A System for Living," paragraphs 14-17 (p. 109)
17	Student Book, Workbook	Apply the Reading Strategy (p. 110) 45 MIN. Academic Vocabulary (p. 110) 45 MIN. Reading Comprehension Questions (p. 111) 30 MIN. Text Element (p. 111) 20 MIN.	Workbook (p. 93)	Reading Words in Chunks *Text Element (p. 111)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 112) 15 MIN. Build Background (p. 112) 15 MIN. Vocabulary From the Reading (p. 112) 30 MIN. Reading Strategy (p. 113) 30 MIN. Text Genre (p. 113) 30 MIN. Meet the Authors (p. 113) 20 MIN.	Workbook (pp. 94–96)	Choral Reading *Build Background (p. 112)
19	Student Book, Workbook	Reading Focus Questions (p. 113) 15 MIN. Reading Selections (pp. 114–116) 105 MIN. Reading Comprehension Questions (p. 117) 20 MIN.	Workbook (p. 97)	Use Punctuation and Type Cues *"Friends," paragraphs 1-6 (p. 114)
20	Student Book, Workbook	Spelling (Workbook p. 98) 15 MIN. Writing Conventions (Workbook p. 99) 15 MIN Connect Readings 1 and 2 (p. 117) 20 MIN. Listening and Speaking (p. 118) 60 MIN. Reading Fluency (p. 118) 30 MIN.	Workbook (pp. 98–99)	Paired Reading Listening and Speaking, paragraph 1 (p. 118)
21	Student Book, Workbook	Vocabulary Development (p. 119) 20 MIN. Grammar (pp. 120–121) 80 MIN. Grammar Expansion (Workbook p. 102) 40 MIN.	Workbook (pp. 100–104)	Repeated Reading *Vocabulary Development, paragraphs 1-2 (p. 119)
22	Student Book, Workbook	Writing Assignment (pp. 122–123) 60 MIN. Writing Support (p. 123) 20 MIN. Progress Check (pp. 124–125) 60 MIN.	Workbook (pp. 105–108) Have students study for the Chapter 2 Assessment.	Echo Reading *Student Model (p. 122)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 2 Chapter 2 Quiz) 140 MIN.		Reading Words in Chunks *"Three Branches in One Government" (p. 125)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 126–127) 120 MIN. Media Workshop (p. 127) 20 MIN.	Prepare Media Workshop (Student Book p. 127)	Paired Reading *Media Workshop. (p.127)
25	Student Book, Workbook	Media Workshop (p. 127) 120 MIN. Writing Workshop (pp. 128–130) 20 MIN.	Prepare Writing Workshop (Student Book pp. 128–130)	Repeated Reading *Student Model, paragraphs 1-3 (p. 129)
26	Student Book, Workbook	Writing Workshop (pp. 128–130) 120 MIN. Projects (p. 131) 20 MIN.	Prepare Project (Student Book p. 131)	Choral Reading *Revising and Editing Checklist (p. 130)
27	Student Book, Workbook	Projects (p. 131) 140 MIN.		Reading Words in Chunks *Project 1 (p. 131)
28	Student Book, Workbook	Milestones to Achievement (pp. 133–135) 110 MIN. Review 30 MIN.	Have students study for the Unit 2 Assessment.	Echo Reading *"Sonali Makes a Friend" (p. 133)
29	Assessment Book	Unit 2 Assessment (Assessment Book, Unit 2 Test) 140 MIN.		Reader's Theatre *"Sir William," paragraphs 1-11 (p. 134)

Preview the Unit

Preteach and Prepare

Preteach

Preview ***Say:*** *Your relationship with your grandmother is different from your relationship with your best friend.* ***Ask:*** *Can you think of some other people you have relationships with?* (brother, sister, teacher, neighbor) *How are the relationships different?*

Vocabulary

- **Identify root words** Tell students that a root word is the word that remains when all prefixes and suffixes are taken away. ***Say:*** *Look at the word* relationship. Relate *is the root word of the word* relationship.
- **Spelling** Remind students that some words end with a silent vowel. ***Ask:*** *Can you spell the word* relate*?* ***Say:*** *Look at the spelling of* relationship *for a clue.*
- **Speaking application** Have pairs of students ask each other one question about a personal relationship. Each student should summarize what the other said in a simple sentence.

Grammar

Usage ***Say:*** *Name someone you have a relationship with. Describe the relationship. Speak in complete sentences.*

View the Picture

- **Preteach** Have students make a list of things they like to do with other people. (play games, do sports, talk, eat lunch, watch TV, etc.)
- **Ask questions to elicit information** ***Ask:*** *Which people do you like to do these things with?*
- **Pose relevant questions** ***Ask:*** *What are the people doing in each picture? What are their relationships?* (a family preparing a meal together; a boy relaxing with his dog, etc.) Tell students that people often do different things with different people, depending on what their relationships are like.



Differentiated Instruction • Explore the Theme

Scaffolding

Point to each picture. ***Say:*** *I see a family. The family is in the kitchen together. I see students on the grass. They study together. Here, I see a teacher. She helps a student. I see a boy with his dog.* Students should follow along and point to pictures.

Have students draw a picture of themselves doing something with one or more people they know. They can use the pictures on the page as models. They must label the relationship. (family, classmates, etc.) Have students share their drawings with the class.

Extension

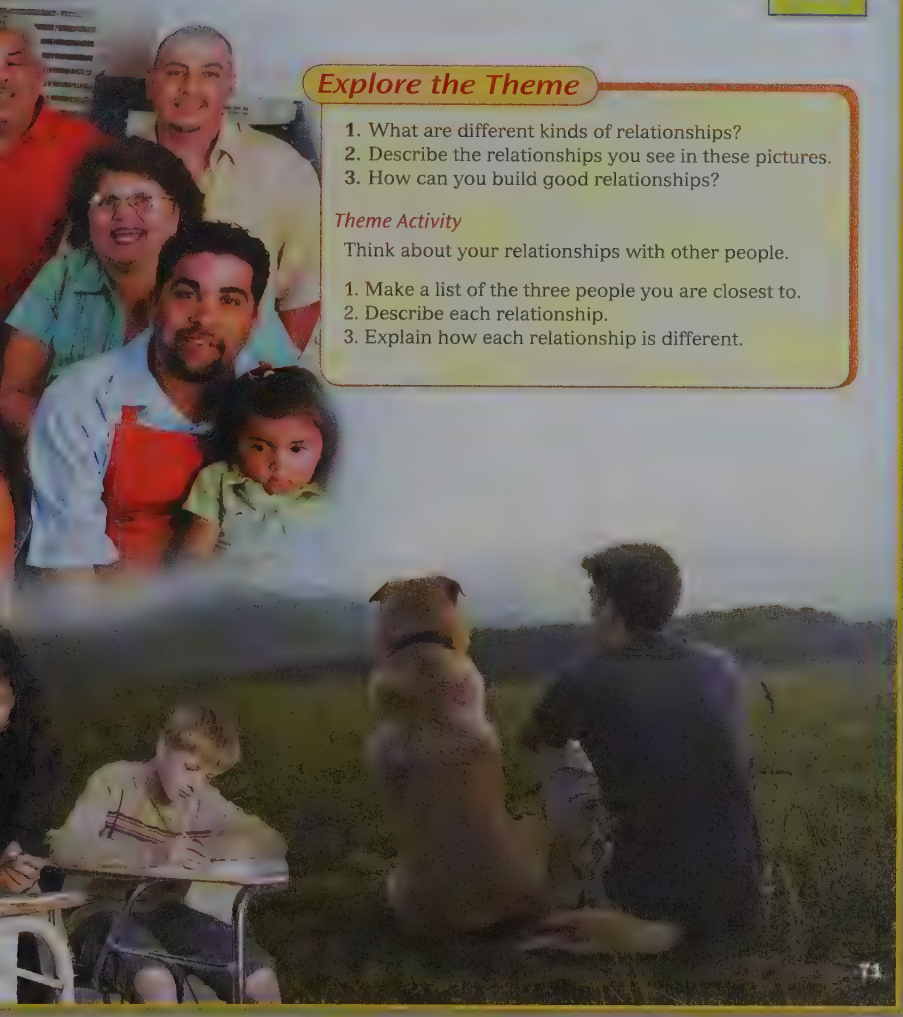
One way people are connected to each other is through mutual relationships. ***Say:*** *I have a friend, Ana. I introduced Ana to my friend, Sam. Now, Sam and Ana are friends. Have you ever introduced two people? Are they friends now?*

Display the pictures the students created in the Scaffolding exercise on a bulletin board. Look for people who appear in more than one picture, such as you, their teacher. Have students use thumbtacks and yarn to "draw" lines between the people who have more than one relationship.

Students can also draw new pictures of people. Post those as well and link them to the pictures that are already there.

Relationships

UNIT 2



Explore the Theme

1. What are different kinds of relationships?
2. Describe the relationships you see in these pictures.
3. How can you build good relationships?

Theme Activity

Think about your relationships with other people.

1. Make a list of the three people you are closest to.
2. Describe each relationship.
3. Explain how each relationship is different.

Reteach and Reassess

Identify synonyms ***Say:*** *A thesaurus lists* synonyms. Synonyms *are words that mean the same or almost the same thing as another word.*

Have pairs of students use a thesaurus to identify synonyms for the word *relationship*. Ask them to create their own definition of the word *relationship*. Have pairs share their definition with another pair.

Home Connection

Relate recollections of an experience Students should pick three people in their life with whom they have a good relationship. Have students think about why that relationship is a good one. ***Ask:*** *Did you earn that person's trust? If so, how? Did you do a favor for that person?* Have students write a short paragraph about how they built each of these relationships.

Explore the Theme

Teacher Resources: Graphic Organizers: Concept Wheel

- **Classroom management** Over the course of the unit, the focus should be on recognizing good relationships. Students should learn how to improve the relationships that they have.
- **Teacher think aloud** ***Say:*** *What kinds of relationships do I have with other people? What can I do to improve some of my relationships?*
- **Graphic organizer** Use a **Concept Wheel** to develop the topic "relationships." Have students add examples to the graphic organizer. At the end of Unit 2, revisit the Concept Wheel. Have students tell the class what they have learned about relationships.

Reading Fluency

Echo Reading Explore the Theme questions

Sample Answers

1. Work and school relationships, family relationships, and friendships are all different kinds of relationships.
2. I see a family, classmates, a teacher with a student, and a boy with his dog.
3. You can build good relationships by being honest, caring, and kind.

Theme Activity

- **Opportunities for application** Have students make a calendar for the week. They should write down the things they plan to do with other people. You can model an example for them on the board showing what you plan to do with other people during the week.
- **Relate to personal experience** Have students share their calendars with the class. Have them describe the relationships they see in their activities during the week.

Sample Answers

my mother; we have lunch once a week and talk on the phone a lot
my sister; we live together, she knows a lot about me
my best friend; we play soccer together twice a week
I am close to all these people. I am closest to my mother and my sister, since I have known them my whole life. I am close to my best friend because we do things together.

Objectives

Reading Strategies
Say: *An inference is a guess.* Write on the board: *Miguel puts on pajamas. Guess what time of day it is.* We use clues from the text (pajamas) to guess that it is nighttime.

Listening and Speaking
Say: *A procedure is a set of directions. It tells you how to do something, like making a sandwich.* ***Ask:*** *Can you name another procedure?*

Grammar
Write a simple timeline on the board: *past / present / future.* ***Say:*** *In Chapter 1, we are going to review the simple present, past, and future tenses.*

Academic Vocabulary
Say: *I will say a word or phrase. Give me the Academic Vocabulary word that best matches what I say. 1. change (transition) 2. a guess (inference) 3. to make a guess (speculate) 4. conversation (dialogue).*

Informal Pre-Assessment
Write the following sentences on the board: *My new bed is soft. I was very comfortable last night.* ***Ask:*** *What is a synonym to* comfortable*?* ***Say:*** *Raise your hand if you think the word I say is a synonym:* a. angry; b. relaxed; c. friendly. Count how many students got it right.

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preteach ***Ask:*** *What can you learn about yourself by thinking about the people who are your friends?*

About the Reading

Understand literary context This play was written using the writings from Anne Frank's diary with the help of Otto Frank, Anne's father.

CHAPTER 1

Objectives

Reading Strategies
Make inferences; Analyze author's viewpoint

Listening and Speaking
Explain a procedure

Grammar
Review the simple tenses

Writing
Write an informal letter to a friend

Academic Vocabulary

inference	transition
dialogue	speculate

Academic Content

Nazi occupation during World War II
Ratios in mathematics
Renaissance and modern art

Chapter Focus Question

What do our relationships with the people and things around us teach us about ourselves?

Reading 1 **Literature**
Play (excerpt)
The Diary of Anne Frank
by Frances Goodrich and Albert Hackett

Reading 2 **Content:** Mathematics
Informational text: Article
THE GOLDEN RECTANGLE

The Diary of Anne Frank

About the Reading

You are going to read a script from a play. The play retells the story of Anne Frank, a teenage girl who went into hiding with her family during World War II.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Explain that a diary is a journal. People write about their lives in a diary. Ask students if they write in a diary.

Say: *Anne Frank wrote in a diary. She wrote about her feelings.* ***Ask:*** *What else could you write about in a diary?* Write responses on the board.

Extension

Ask students to say something they did in the past week with someone they know. (Sample answer: *I went to the mall last week with my best friend. We ate pizza and ice cream. We laughed a lot.*) Then, ask students to write a short diary about what they did with that person. ***Ask:*** *Why do you think people write in diaries?*

Before Reading 1

Build Background

Nazi Occupation during World War II

Germany, controlled by the Nazi Party, began invading many neighboring countries in the late 1930s. The Nazis forced millions of Jewish citizens and other people from those countries into prison camps. In 1940, Germany invaded the Netherlands and started taking Jews as prisoners. In 1942, Anne Frank, a teenage Jewish girl from Amsterdam, went into hiding with her family.

Look at the map. Which areas did the Nazis control when Anne and her family went into hiding?



Use Prior Knowledge

Evaluate Your Personal Belongings

Anne Frank and her family had to leave their home quickly to hide from the Nazis. They could not take all their belongings. They only took things that they needed most and things that had the most meaning to them.

If you had to leave your home, what would you take with you? Copy the chart. Write three things you would take. Then tell why you would take each one.

What I would take	Why I would take it
my photo album	It has pictures of my grandparents in Vietnam.
a gold bracelet	My grandmother gave me the bracelet when I turned 13.
my comic books	They are my favorite stories.

Unit 2 • Chapter 1 Before Reading 1

Build Background

Nazi Occupation During World War II

- **Pre-assess** Determine what students already know about the Nazis. ***Ask:*** *Does anyone know who Adolf Hitler was?* (the Nazi leader of Germany)
- **Teach** Point to Germany on the map. ***Say:*** *This is Germany. The Nazi Party ruled Germany from 1933 to 1945.* Point to the shaded areas on the map. ***Say:*** *In the late 1930s, the Nazi army began to invade other countries. Nazis put people they disliked—like Jews—in camps. These camps were terrible jails where most prisoners died.*
- **Preteach vocabulary** An *annex* is a room that is added on to a building. Anne and her family lived in an annex of her father's store. She called it a *boarding house,* which is a place where people can pay to stay, like a hotel. Boarding houses are usually very simple and basic.

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Evaluate Your Personal Belongings

Prepare ***Say:*** *You have to leave your home quickly.* ***Ask:*** *What will you take with you? You can take only a few things.* (Sample answers: pictures, pets, favorite books)

Sample Answers

My favorite watch. My grandfather bought it in England and gave it to me for my birthday.

Home Connection

Relate recollections of an event Explain to students that Anne Frank lived during World War II. ***Say:*** *World War II lasted from 1939 to 1945.* ***Ask:*** *Do you know anyone who was alive during World War II?* Have students discuss World War II with their family members. Students can share what they learned on the following day.

Social Studies Connection

Explain symbols During World War II, the Nazi party controlled Germany. The Nazis forced Jews and others into prison camps. People in the camps had to wear a special patch on their clothes. The patch identified what group you were in. Jews wore a yellow Star of David. The Nazis had their own symbol.

Display the yellow Star of David. ***Ask:*** *What are some other symbols you know? What is the symbol for a right turn? What is the symbol for money?* Ask students to give examples and draw these on the board.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page ixxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

advantage *(benefit, lead, leg up)*
comfortable *(relaxed, calm, contented)*
inherit *(gain, acquire, accede)*
stranger *(foreigner, alien, outsider, visitor)*
wonder *(speculate, doubt, question)*

Have students use a **Word Web**. Have them write a vocabulary word in the center circle and write synonyms in the other circles.

- **Word recognition** Explain that a *prefix* is a part of a word that is added to the beginning of another word. A prefix changes the meaning of the original, or root, word. Write these words on the board: *disadvantage, uncomfortable, disinherit.* Have students look at the Key Vocabulary in their books and identify the root words. Then have them identify the prefixes. Explain that *dis-* means *to do the opposite of* and *un-* means *not.*
- **Relate to personal experience** *Ask students to describe places or situations that are* comfortable *for them.*

Practice Vocabulary Answers

advantage – definition: the good or benefit that is gained from something; characteristics: unequal, gain, winning; examples: work, schools, sports, games; non-examples: losing, giving up
comfortable – definition: feeling at ease or relaxed; characteristics: happy, cozy, calm; examples: a warm fire, being with friends and family, a cozy bed; non-examples: being too cold, being lost, being hungry
stranger – definition: someone you do not know; characteristics: new, not familiar, unknown; examples: people in the grocery store, people at the mall, people on the bus; non-examples: family, friends, teachers
wonder – definition: to want to know more about something; characteristics: to be curious, to be interested, to have questions about something; examples: how something works, how something happens, how people feel; non-examples: bored, unexcited, disinterested

Use Vocabulary Independently Sample Answers

The home team has an advantage.
I am most comfortable around good friends.
I inherited a ring from my great aunt
I don't talk to strangers.
I wonder when she will call.

Checkpoint Sample Answers

I wonder how cars are made.
I feel comfortable in my bedroom

Before Reading 1

Key Vocabulary

advantage
comfortable
inherit
stranger
wonder

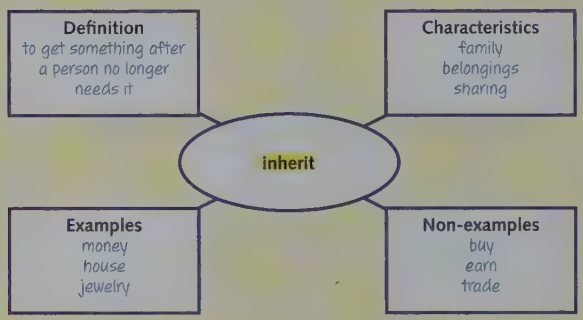
Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to determine the meaning of the word.

1. Alex is very tall, so he can reach the rim of the basketball hoop. He has an **advantage** over the shorter basketball players.
2. Greg almost fell asleep in the big, soft chair. He was very **comfortable** there.
3. I **inherited** my father's old watch after he bought a new one for himself.
4. Nobody knows who those students are. They are **strangers** to our school.
5. Katya is excited to meet her new baby cousin for the first time. She **wonders** what he will look like.

Practice Vocabulary Work with a partner. Look at the diagram. Make copies of the diagram for each of the other Key Vocabulary words. Write the Key Vocabulary word in the oval. Fill in the boxes around each oval.



Checkpoint

1. What do you **wonder** about?
2. Describe a place where you feel **comfortable**.

Use Vocabulary Independently Write a sentence for each Key Vocabulary word. In each sentence, connect the word to the theme "Relationships."

Vocabulary Log | Workbook page 69 | Independent Practice CD-ROM/Online

74 Unit 2 • Chapter 1

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Draw pictures of the vocabulary words on the board. For example, draw a tall stick figure and a short stick figure next to the basketball hoop. Write the word *advantage* under the tall stick figure. Have students draw their own pictures for the vocabulary words on index cards. Then have groups share the drawings and discuss.

Extension

Collect all the index cards that the students created in the Scaffolding exercise. Mix them up. Have each student come up in front of the class. Show a card. ***Ask:*** *What vocabulary word is this?* Continue the game until you have run out of cards. If a student gets his or her own card, use a different card.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
inference *noun*	a guess based on evidence	The **inference** that Gabby makes from seeing her father smile is that he is happy.	
dialogue *noun*	a conversation between two people	The **dialogue** between the characters in this scene of the play is interesting.	

Draw a picture and write a sentence for each word.

Reading Strategy

Make Inferences

When you read a play, you understand the story by what the characters say in their **dialogue**. It is also important to make **inferences** about what the **dialogue** means.

1. As you read, think about the meaning of the characters' words in the **dialogue** of the play. What do their words tell you about the characters' thoughts?
2. Look at the Double-Entry Journal. After you read, you will use the Double-Entry Journal to make **inferences** about the characters' thoughts by what they say.

Double-Entry Journal

Dialogue	My Inference
MR. FRANK: (To MRS. FRANK and MARGOT.) Come with me ... You and Margot rest in this room for the time being.	
MRS. FRANK: You're sure ... ? I could help ... And Anne hasn't had her milk. ...	
MR. FRANK: I'll give it to her. (To ANNE and PETER) Anne, Peter ... it's best that you take off your shoes now, before you forget.	

Checkpoint

Make an **inference** from this **dialogue**.

ED: Hello, Ted.

TED: Leave me alone!

Vocabulary Log | Workbook page 70 | Independent Practice CD-ROM/Online

Content Connection

Deliver oral summary Have students write a question about something they wonder about on a piece of paper. Give an example, such as *I wonder why dogs bark.* Collect their papers, put them in a container, and have each student blindly choose one. Then have students write an answer to the question. Tell them that the answers can be serious or funny. Then have several students read their questions and answers aloud to the class.

Extension

Conduct research Have small groups of students think of something they all wonder about. Have them research the answer to their question using the library or the Internet. Have them write the questions and the answer they found, then share them with the class.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

inference *(guess, deduction, conjecture)*

dialogue *(conversation, chat, discussion, exchange)*

Have students use a **Word Web** to write the vocabulary words and synonyms in the circles.

- **Teacher modeling** Write *dialogue* on the board. Walk up to a student, extend your hand, and ***Say:*** *Hi, I'm (state your name). What's your name?* After the student has answered, explain that your conversation is a *dialogue.* A dialogue is a conversation between two people.
- **Apply: Paired discussion** Have students work in pairs to compare their drawings representing each vocabulary word. Have students trade drawings and write new, simple sentences based on each other's drawings using the vocabulary.

Reading Strategy

Make Inferences

- **Preteach** ***Say:*** *A character's name and a colon are used in plays to show who is speaking. For example, the first person speaking is Mr. Frank. We also know that Mr. Frank is talking to Mrs. Frank and Margot.* ***Ask:*** *Which characters are speaking on this page?* (Mr. Frank and Mrs. Frank) ***Say:*** *They are having a dialogue.*
- **Teacher modeling** Explain how students will complete the journal as they read. Model some answers for the section. ***Say:*** *The assignment asks me to write about the characters' thoughts. First, I read the first sentence by Mr. Frank. I think Mr. Frank has a good relationship with Mrs. Frank and Margot. I think he cares about them.* ***Ask:*** *How did I make this inference?* (because he wants to make sure they get enough rest) ***Say:*** *After reading what Mrs. Frank says, I think that she also cares about the other people. I think she wants everyone to be all right.*

Checkpoint Sample Answers

Ted is feeling grumpy. He is in a bad mood.

Text Genre

Play

- **Preteach Vocabulary** ***Say:*** *A play is a special type of writing. A play is performed on stage by actors. The written script of a play tells the actors what to do and say on stage.*
- **Apply** Write the following on the board: PIA: What should we do today? MARIA: Let's ride our bikes. ***Say:*** *This is a script of a play. The characters are Pia and Maria. They are having a dialogue. The plot is that the girls are trying to decide what to do. I will write a scene in which the girls ride their bikes to the park. The theme is friendship.* Ask the students to name each of the main features of a play using this example.

Meet the Authors

Frances Goodrich and Albert Hackett

Explain author background The writers of this play were married. Their play, "The Diary of Anne Frank," is based on a book about Anne Frank's life. They wanted their play to be truthful. To learn more about Anne, the writers spoke with Anne's father.

Reading Fluency

Reading Words in Chunks Meet the Authors

Reading Focus Questions

Teacher think aloud ***Ask:*** *I wonder what relationships people in the story have with each other...* (family, friends, neighbors) *Why did the authors base this play on a real diary from World War II?* (because they're real and true) *Did teens long ago have different relationships with their family and friends than teens do today?* (Yes, but some teenagers do have relationships similar to Anne and Peter's.)

Sample Answers

1. The reading relates to the theme of relationships because it is about how people got along with each other during a difficult time
2. It was written as a play to make the story interesting and dramatic
3. Peter was shy around girls. Boys that age are still shy around girls.

Checkpoint Sample Answers

1. dialogue
2. The plot is the main story in the play. The theme is the overall message of the text.

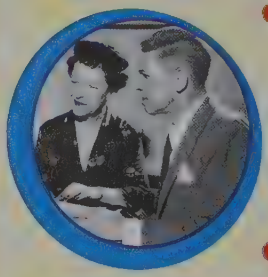
Before Reading 1

Text Genre

Play

Like other kinds of fiction, a **play** tells a story. Plays are written in the form of a **script** by a **playwright**. The script contains what the actors will say and how they should perform the play on stage. A play script has the features below. Look for these features as you read "The Diary of Anne Frank."

Term	Definition
scene	a part of the play that usually shows one situation
cast of characters	a list and descriptions of the people in the play
dialogue	conversation between the characters
plot	the main story in the play
setting	the time and place that the play takes place
theme	central idea or message of the play



Meet the Authors

Frances Goodrich and **Albert Hackett** were both actors in the early 1900s. They started writing plays together in 1927 and were married four years later. Goodrich and Hackett wanted to write a play based on the book *Anne Frank: The Diary of a Young Girl.* As part of their research for the play, they visited Otto Frank, Anne's father. Their play was first performed in 1955 in New York City.

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Relationships"?
2. What do you think the playwrights' purpose was for writing Anne Frank's diary as a play?
3. How are Anne Frank's relationships like the relationships of teenagers today?

Checkpoint

1. What is another word for the conversation in a **play**?
2. How is the plot of a **play** different from its theme?

Workbook page 71
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Have students compare plays and TV shows. ***Say:*** *Think about your favorite TV show. The actors are given scripts that tell them what to say and do. Let's say the show begins at home. That's the setting. Then, the setting changes to a school. A play works the same way. The difference is that a play is performed live on stage. When you read a play, try to picture the action in your mind.*

Extension

Have each student think of a scene from a favorite play, TV show, or movie. Draw a five-column chart on the board. Label the columns "Characters," "Dialogue," "Plot," "Setting," and "Theme." Have students copy the chart and complete it with information from the scene they thought of.

Reading 1

Literature

The Diary of Anne Frank

by Frances Goodrich and Albert Hackett

Prologue

It is 1942. After Anne's sister, Margot, receives a notice to report to the Nazis, their father, Otto Frank, decides that it is time for the family to go into hiding. Mr. Frank prepares a "Secret Annex" on two hidden floors in the building where he used to run his business. The entrance to the Secret Annex is behind a bookcase. The Franks have just arrived to the Annex after leaving their home and walking across Amsterdam. Another family, the Van Daans, is with them. Mr. Van Daan was a worker in Mr. Frank's business. Their son, Peter, was one of Anne's classmates.

Reading Strategy

Make Inferences
Why are the Van Daans hiding, too?



Sketch of the Secret Annex in Amsterdam



Hidden stairway leading up to the Secret Annex

Reading Check

1. **Recall details** Who is told to report to the Nazis?
2. **Predict** How long will the Franks and the Van Daans stay in the Secret Annex?

notice a written announcement

Cultural Connection

Deliver oral summary Have students ask family members to tell about their favorite plays, musicals, movies, or TV shows from (or about) their home countries. Ask students to share what they learned the following day in class with a brief oral presentation.

Language Transfer and Interference

Syntactical features of English "The Diary of Anne Frank" contains many possessives ("Anne's sister, Margot," and "Mr. Frank's business"). In other languages (for example, Spanish), the possessives would be written "the sister of Anne" and "the business of Mr. Frank." Remind students of this difference by writing on the board: "Anne's Sister Margot = the sister of Anne"; "Mr. Frank's business = the business of Mr. Frank." Write some more examples on the board and have the students come up with the correct English possessive phrase.

Unit 2 • Chapter 1 Reading 1: Literature

The Diary of Anne Frank, excerpts from *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett. NY: Dramatists Play Service, 1996.
Student Edition pages: 77–82; **Description of change:** Part of one scene used from play; **Rationale:** Fit

Read the Selection

CD 1, Track 6 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students look quickly through the text and find dialogue. Explain that the lines in parentheses (draw a set of parentheses on the board) and italics (explain that italics are slanted letters and words) are stage directions. Stage directions tell the actors what to do. They are not spoken aloud.
- **Break-in reading** Ask a volunteer to read page 77 aloud. The other students should follow along silently. When another student raises his or her hand, that student breaks in and reads along with the first reader. The first reader then stops reading at the end of the sentence. The second reader continues reading aloud until another student breaks in.
- **Interpret the image** ***Ask:*** *Where was the staircase to the annex hidden?* (behind a bookcase)
- **Writing convention preview** Students will learn about capitalizing the names of books, magazines, newspapers, and songs on workbook page 79. Preview this skill by pointing out the capital letters in the title, "The Diary of Anne Frank."

Reading Strategy

Teacher modeling Have students read the first three sentences. ***Ask:*** *Why did Mr. Frank move his family into hiding?* ***Say:*** *Mr. Frank moved his family into hiding after Margot received her order. I am going to make an inference. He knew that if Margot did report, she would be taken away from her family. That is why Mr. Frank moved Margot and the rest of his family into hiding.*

Reading Strategy Answers
They are Jewish. Maybe one of them also received a notice to report to the Nazis.

Reading Check Answers
1. Anne's sister, Margot
2. Sample answer: Two months

Read the Selection

- **Preteach vocabulary** Direct students' attention to the heading "Cast of Characters" at the top of page 78. ***Say:*** *A cast is a list of characters in the play. Each person has a role, or part. The Cast of Characters also helps us to understand the relationships between the characters. For example, I see that Peter van Daan is the son of a man who worked for Anne's father. I can infer why Peter is in hiding.* (His family is probably Jewish, too.) ***Ask:*** *What does the Cast of Characters tell us about Anne Frank?* (She is a teenage girl, she is also the author of the diary.)
- **Cooperative reading** Have students work in groups of four. Assign each person a role in the play. Each group should read a section of the play until the entire class has read.
- **Interpret the image** ***Ask:*** *What can we tell about Anne and her family by looking at the picture?* (They lived long ago.) *What kind of relationship do they have?* (close, loving)
- **Vocabulary development** Point out the words in dark type. Students should try to guess the meaning of each word by the *context*. The student can check the definitions at the bottom of the page. Next, have students use the words in original sentences. For example, *I* persuaded *my mom to buy me a dog.*

Reading Strategy

Practice the strategy As a class, make an inference. Have students read paragraph 3. ***Ask:*** *Why do you think Mr. Frank told Anne and Peter to take off their shoes?* (Mr. Frank does not want anyone to hear them walking around in the Secret Annex.)

Reading Strategy Answers
Sample answer: Mr. Frank is glad that Peter will be safe in hiding. He is glad that Anne will have someone her age with her in the annex.

Cast of Characters

ANNE FRANK A teenage girl, the author of the diary
MRS. FRANK Anne's mother
MR. FRANK Anne's father, a businessman
PETER VAN DAAN A teenage boy, the son of a man who used to work for Anne's father

1 MR. FRANK: *(To MRS. FRANK and MARGOT.)* Come with me ... You and Margot rest in this room for the time being. *(He picks up their clothes, starting for the room on the right.)*

2 MRS. FRANK: You're sure ... ? I could help ... And Anne hasn't had her milk. ...

3 MR. FRANK: I'll give it to her. *(To ANNE and PETER)* Anne, Peter ... it's best that you take off your shoes now, before you forget. *(He leads the way to the room, followed by MARGOT.)*

4 MRS. FRANK: You're sure you're not tired, Anne?

5 ANNE: I feel fine. I'm going to help father.

6 MRS. FRANK: Peter, I'm glad you are to be with us.

7 PETER: Yes, Mrs. Frank.

(MRS. FRANK goes to join MR. FRANK and MARGOT)

(MR. FRANK helps MARGOT and MRS. FRANK to hang up their clothes. Then he ***persuades*** *them both to lie down and rest. The VAN DAANS in their room above* ***settle*** *themselves. In the main room ANNE and PETER remove their shoes. PETER takes his cat out of the carrier.)*

Reading Strategy
Make Inferences
Why do you think Mrs. Frank is glad that Peter has joined them in the Secret Annex?



Margot, Otto, Anne, and Edith Frank, 1941

persuades convinces someone to do something
settle get comfortable

Differentiated Instruction • Reading Comprehension

Scaffolding

On file cards, write the names of characters that appear on pages 78–79. On separate cards, write descriptions of the characters based on their actions on these two pages. Hand out the cards to the students. Have students find the student who has the card that matches theirs. For example, one card could say *Mouschi* and its match would say *Peter's cat.* (Other examples: *Mrs. Frank and Margot/resting in their room; Jewish Secondary/name of Anne and Peter's school*)

Extension

Students should keep a list of each character's actions. They will use this list to draw conclusions about a character's personality. Draw a three-column chart on the board. Label the three columns *Who, What,* and *Why.* In the first column, have students write the characters' names: *Anne, Mr. Frank, Mrs. Frank, and Peter.* Have students reread the page and take notes about each character's actions. Guide them through an example. ***Ask:*** *What does Peter do?* (He takes out his penknife.) ***Ask:*** *Why does he do this?* (to remove his Star of David patch)

8 ANNE: What's your cat's name?

9 PETER: Mouschi.

10 ANNE: Mouschi! Mouschi! Mouschi! *(She picks up the cat, walking away with it. To* PETER*)* I love cats. I have one ... a darling little cat. But they made me leave her behind. I left some food and a note for the neighbors to take care of her ... I'm going to miss her terribly. What is yours? A him or a her?

11 PETER: He's a **tom.** He doesn't like **strangers.** *(He takes the cat from her, putting it back in his carrier.)*

12 ANNE: Where did you go to school?

13 PETER: Jewish Secondary.

14 ANNE: But that's where Margot and I go! I never saw you around.

15 PETER: I used to see you ... sometimes ...

16 ANNE: You did?

17 PETER: ... in the schoolyard. You were always in the middle of a bunch of kids. *(He takes a penknife from his pocket.)*

18 ANNE: Why didn't you ever come over?

19 PETER: I'm sort of a **lone wolf.** *(He starts to rip off his* ***Star of David****)*

20 ANNE: What are you doing?

21 PETER: Taking it off.



Anne Frank (second from left) with friends, 1939

Reading Strategy

Make Inferences Do you think Anne was popular with her classmates? How do you know?

Reading Check

1. **Recall details** What does Peter bring with him into the hiding place?
2. **Identify character motive** Why does Mr. Frank tell Anne and Peter to take off their shoes?

tom male house cat
lone wolf person who stays apart from others
Star of David a Jewish symbol

Classroom Management

Question wait time When asking questions, be aware of the amount of time you give students to answer. Wait 15 seconds for students to respond orally. Then rephrase the question, offer a prompt, or call on a student by name.

Writing Strategies

Present point of view Explain to students that their *point of view* about something is how they see a situation. ***Say:*** *Suppose you are in the annex with Anne and Peter. What do you see? Do you get along with them? How long have you been in the annex? Is there enough food?* Then have students write a diary entry about the situation from their point of view. Encourage them to include details about the situation.

Read the Selection

- **Break-in reading** Ask a volunteer to begin reading aloud on page 79. The other students should follow along silently. When another student raises his or her hand, that student breaks in and reads along with the first reader. The first reader then stops reading at the end of the sentence. The second reader continues reading aloud until another student breaks in.
- **Interpret the image** ***Ask:*** *How does the picture support what the text says about Anne's school friendships?* (It shows her standing with a lot of friends. The text says that Peter mentions she was always with a lot of friends.)
- **Vocabulary development** Have students read the definitions of *tom*, *lone wolf*, and *Star of David* at the bottom of the page. Have students draw a picture for each word. Refer to the Star of David picture on the following page.
- **Grammar preview** Point out the phrase "I have one" in line 10. ***Say:*** *The sentence "I have one" is in the simple present tense. We will learn more about the simple present tense on page 94.*

Reading Fluency

Use Pace and Expression to Read a Dialogue
"The Diary of Anne Frank," paragraphs 8–33

Reading Strategy

Clarify ***Say:*** *When the words "do you think" appear in a question, the answer will not be a fact. This is a clue that you need to make an inference.*

Reading Strategy Sample Answers
Yes, because she was always in the middle of a bunch of kids at school.

Reading Check Answers
1. a cat; a penknife
2. Mr. Frank tells Anne and Peter to take off their shoes because he wants to keep them safe; if they wear their shoes, someone might hear them and reveal their hiding place.

Read the Selection

- **Preteach vocabulary** Draw students' attention to the word *dates*. Have the students read the definition at the bottom of the page. ***Say:*** *Sometimes the word* dates *refers to calendar dates. Other times it means* plans to get together with friends.
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder. This student should join you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** Have students look at the two images. ***Ask:*** *What do you think is the relationship between the soldier and the man. Do you think they are friends?* (No.)
- **Grammar preview** Have students look at the stage direction in line 30. ***Say:*** *This stage direction is written in the simple present tense. We will learn more about the simple present tense on page 94.*

Reading Strategy

Practice the strategy ***Ask:*** *Why do you think Anne's family left their house in a mess when they moved to the annex?* If the house is neat, someone might think they were hiding. A messy house looks like the Franks were surprised by Nazi soldiers. The Nazis may stop looking for them.

Reading Strategy Answers
Peter wants to burn his star because the Nazis made him wear it. Anne can't burn her star because she sees it as a religious symbol.

Build Your Knowledge

Peter uses the word **dates** to mean plans with friends. The meaning of this word has changed over time. Today, it is often used to mean social plans made by two people who are a couple. Identify another word whose meaning has changed over time.



Star of David patch worn by Jews in countries occupied by Nazi Germany

Reading Strategy

Make Inferences
Why does Peter want to burn his Star of David patch? Why can't Anne burn her patch? Use your knowledge of the situation, setting, and characters' traits to answer the question.


Nazi soldier checking documents of Jews in Poland

22 ANNE: But you can't do that. They'll arrest you if you go out without your star. *(He tosses his knife on the table.)*

23 PETER: Who's going out?

24 ANNE: Why, of course! You're right! Of course we don't need them any more. *(She picks up his knife and starts to take her star off.)* I **wonder** what our friends will think when we don't show up today.

25 PETER: I didn't have any **dates** with anyone.

26 ANNE: Oh, I did. I had a date with Jopie to go and play ping-pong at her house. Do you know Jopie de Waal?

27 PETER: No.

28 ANNE: Jopie's my best friend. I **wonder** what she'll think when she telephones and there's no answer? ... Probably she'll go over to the house. ... I **wonder** what she'll think ... we left everything as if we'd suddenly been called away ... breakfast dishes in the sink ... beds not made ... *(As she pulls off her star the cloth underneath shows clearly the color and form of the star.)* Look! It's still there! *(PETER goes over to the stove with his star.)* What're you going to do with yours?

29 PETER: Burn it.

30 ANNE: *(She starts to throw hers in, and cannot.)* It's funny. I can't throw mine away. I don't know why.

31 PETER: You can't throw ... ? Something they **branded** you with ... ? That they made you wear so they could spit on you?

32 ANNE: I know, I know. But after all, it is the Star of David, isn't it? *(In the bedroom, right. MARGOT and MRS. FRANK are lying down. MR. FRANK starts quietly out.)*

33 PETER: Maybe it's different for a girl. *(MR. FRANK comes into the main room.)*

dates plans to get together with friends
branded labeled

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 28 aloud. Have students draw a picture of Anne's house. Students should label their picture with phrases from the paragraph (example: "dishes in the sink"). Students can include other images that are not described in the paragraph (a knocked-over chair, book on the floor, etc.). Students should draw only the objects that they can label. Have students form small groups. Students should share their drawings of Anne's house.

Extension

Explain that a **Venn Diagram** is used to show similarities and differences between two things. Put an example on the board comparing two students in your class. Then have students work in pairs to create Venn Diagrams comparing and contrasting Peter and Anne. (Peter: lone wolf; Wanted to burn his star; Both: Jewish; had to go into hiding; went to same school; Anne: popular; didn't want to burn her star) Have pairs form small groups and compare Venn Diagrams.

34 MR. FRANK: Forgive me, Peter. Now let me see. We must find a bed for your cat. I'm glad you brought your cat. Anne was feeling so badly about hers. *(Getting a used small washtub.)* Here we are. Will it be **comfortable** in that?

35 PETER: *(Gathering up his things)* Thanks.

36 MR. FRANK: *(Opening up the door of the room to the left)* And here is your room. But I warn you, Peter, you can't grow any more. Not an inch, or you'll have to sleep with your feet out in the **skylight.** Are you hungry?

37 PETER: No.

38 MR. FRANK: We have some bread and butter.

39 PETER: No, thank you.

40 MR. FRANK: You can have it for **luncheon** then. And tonight we will have a real supper ... our first real supper together.

41 PETER: Thanks. Thanks. *(He goes into his room.)*

42 MR. FRANK: That's a nice boy, Peter.

43 ANNE: ... He's awfully shy, isn't he?

44 MR. FRANK: You'll like him, I know.

45 ANNE: I certainly hope so, since he's the only boy I'm likely to see for months and months.

(MR. FRANK sits down, taking off his shoes.)

46 MR. FRANK: **Annele,** there's a box there. Will you open it? *(He indicates a carton on the couch. ANNE brings it to the center table. In the street below there is the sound of children playing.)*

47 ANNE: *(As she opens the carton)* You know the way I'm going to think of it here? I'm going to think of it as a **boarding house.** A very **peculiar** summer boarding house, like the one that we— *(She breaks off as she pulls out some photographs.)* Father! My movie stars! I was **wondering** where they were! How wonderful!



Peter Van Daan, 1935

Reading Strategy

Make Inferences
Do you think Peter is **comfortable** with Mr. Frank? Explain.

Reading Check

1. **Recall details** Why is Anne surprised when she pulls off the Star of David?
2. **Identify character trait** Why does Mr. Frank try to make Peter feel **comfortable**? What kind of person do you think Mr. Frank is?

skylight window in the roof that lets in light from above
luncheon lunch
Annele nickname for Anne
boarding house a private house where people rent rooms to live
peculiar strange, odd

Unit 2 • Chapter 1
Reading 1: Literature

Read the Selection

- **Prereading** Explain to students that sometimes *what* someone says is not as important as *how* they say it. *How* a character in a play behaves tells a lot about their personality. Students should pay attention to Peter's lines. ***Ask:*** *How does Peter talk to Mr. Frank?* (with short answers) ***Say:*** *Describe Peter.* (He's lonely, polite, quiet.) *What words do Anne and Mr. Frank use to describe Peter?* (shy, nice)
- **Reading aloud** Read page 81 aloud. Pause to check understanding and to identify descriptive words. (*used small washtub: a carton on the couch; the sound of children playing*)
- **Interpret the image** ***Ask:*** *How can you tell Peter lived long ago? Contrast him to how boys look today:* his clothes and hair are different. Also, the picture is in black-and-white. *What year is this picture from?* (1935)
- **Spelling preview** Students will learn about spelling contractions with *not* on workbook page 78. Preview this skill by pointing out the contractions *can't* (line 36) and *isn't* (line 43). ***Ask:*** *What words make up these contractions?* (can not; is not)

Reading Strategy

Use prior knowledge ***Ask:*** *How do you act around your friends? How do you act around strangers?* (I talk more around people I am comfortable with.)

Reading Strategy Answers
No, because he doesn't say very much.

Reading Check Answers
1. Because the star had left a mark from fading on her outfit. She could still see a star on her shirt.
2. Mr. Frank knows that they could be hiding together for a long time and wants everyone to get along. He is a caring person. He wants people to feel comfortable and happy.

Cultural Connection

Relate recollections of an experience
Say: *Anne Frank didn't want to burn her Star of David. Think of a symbol you would not want to destroy.* Have students discuss important symbols with their families. Students should draw symbols that are important to their heritage or culture. Then have students discuss the symbols and their meanings. Have students write a paragraph about the symbol. ***Ask:*** *Why is the symbol important to you?*

Classroom Management

Acquisition of academic vocabulary Review classroom survival language. This will help students communicate in a classroom setting. Model types of questions students need to ask, such as, "Could you repeat the question please?", "Could you explain that again, please?", "I don't understand what ___ means," "I need help with ___," and "Is ___ right?" Make a sentence strip with each question or statement. Post them on a wall for reference. Instruct students to use these questions to clarify information about your instructions and text they read.

Read the Selection

- **Preteach vocabulary** Write the word *hard* on the board. Have the students read line 56 of the dialogue. Point out the word *hard* in the text. ***Say:*** *Sometimes the word* hard *refers to something that is difficult. Other times it means something that is solid, unbreakable, and not soft.*
- **Guided reading** The teacher should guide the reading on page 82 and check on students' comprehension of the text.
- **Interpret the image** ***Ask:*** *How is Anne's room similar to your room?* (decorated with photos and pictures on the wall; desk in the room) *How is it different from your room?* (dimly lit, small space)
- **Vocabulary development** ***Say:*** *Mr. Frank asks Anne if she remembers a battle that she had with her mother. Usually, a* battle *takes place during a war. What do you think the word* battle *means here?* (to have an argument or disagreement) Have pairs create sentences using both meanings of the word *battle.*

Reading Strategy

Reteach Remind students to read the dialogue carefully. They will need to understand it well in order to make their inferences.

Reading Strategy Answer
At first, Anne thinks they will be able to move freely throughout the building. Her views change because her father tells her that she can never go downstairs or listen to the radio



Anne Frank's room in the Secret Annex

48 MR. FRANK: There's something more. Go on. Look further. (*He goes over to the sink, pouring a glass of milk from a thermos bottle.*)

49 ANNE: (*Pulling out a pasteboard-bound book*) A diary! (*She throws her arms around her father.*) I've never had a diary. I've always **longed for** one. (*She looks around the room.*) Pencil, pencil, pencil. (*She starts down the stairs.*) I'm going down to the office to get a pencil.

50 MR. FRANK: Anne! No! (*He goes after her, catching her by the arm and pulling her back.*)

51 ANNE: But there's no one in the building now.

52 MR. FRANK: It doesn't matter. I don't want you ever to go beyond that door.

53 ANNE: Never...? Not even at nighttime, when everyone is gone? Or on Sundays? Can't I go down and listen to the radio?

54 MR. FRANK: Never. I am sorry, **Anneke.** It isn't safe. No, you must never go beyond that door.
(*For the first time* ANNE *realizes what "going into hiding" means.*)

Reading Strategy

Make Inferences What does Anne think life will be like in the Secret Annex before her father stops her from going downstairs? How does her view change?

55 ANNE: I see.

56 MR. FRANK: It'll be hard, I know. But always remember this, Anneke. There are no walls, there are no bolts, no locks that anyone can put on your mind. **Miep** will bring us books. We will read history, poetry, mythology. (*He gives her the glass of milk.*) Here's your milk. (*With his arm about her, they go over to the couch, sitting down side by side.*) As a matter of fact, between us, Anne, being here has a certain **advantage** for you. For instance, you remember the battle you had with your mother the other day on the subject of **overshoes**? You said you'd rather die than wear overshoes? But in the end you had to wear them? Well, now, you see, for as long as we are here you will never have to wear overshoes! Isn't that good? And the coat that you **inherited** from Margot, you won't have to wear that any more. And the piano! You won't have to practice on the piano. I tell you, this is going to be a fine life for you!

longed for wanted
Anneke nickname for Anne
Miep Mr. Frank's secretary, who helps the Franks hide from the Nazis
overshoes rubber boots worn over shoes to keep them dry

Differentiated Instruction • Reading Comprehension

Scaffolding

On separate strips of paper, write this sequence of events: *Anne received a diary. Mr. Frank stopped Anne from going into the office. Anne realizes what "going into hiding" means. Mr. Frank reminds Anne of things she no longer has to do.* Tape the strips on the board, mixing up the order of events. Read each sentence aloud. As a class, determine the correct sequence of events.

Extension

Have students relate to Anne's situation. ***Say:*** *Think of a time you felt stuck or trapped.* ***Ask:*** *How was your situation similar to Anne's situation? How was it different?* Have students write a short paragraph comparing and contrasting the situations. Provide students with a **Venn Diagram** to help organize their information.

From *The Diary of a Young Girl* by Anne Frank

Friday, 25 September, 1942

Dear Kitty,

Yesterday evening I went upstairs and "visited" the Van Daans. I do so occasionally to have a chat.

In a typical way parents have, they asked if I couldn't get fond of Peter, because he certainly liked me very much. I thought "Oh dear!" and said: "Oh, no!" Imagine it!

I did say that I thought Peter rather **awkward**, but that it was probably shyness, as many boys who haven't had much to do with girls are like that.

I must say that the Refuge Committee of the "Secret Annex" (male section) is very **ingenious**. I'll tell you what they've done now to get news of us through to **Mr. Van Dijk**, Travies' chief representative and a friend who has **surreptitiously** hidden some of our things for us! They typed a letter to a chemist in South Zeeland, who does business with our firm, in such a way that he has to send the enclosed letter back in an addressed envelope. Daddy addressed the envelope to the office. When this envelope arrives from Zeeland, the enclosed letter is taken out, and is replaced by a message in Daddy's handwriting as a sign of life. Like this, Van Dijk won't become **suspicious** when he reads the note.

Yours, Anne

Epilogue

In 1944, after two years of hiding, Anne, her family, and the Van Daans were found by the Nazis. All but Mr. Frank died in concentration camps. Anne would have turned 16 on her next birthday. After the police took the families, a friend found Anne's diary. Her father published it after the war. Anne wrote, "I still believe, in spite of everything, that people are really good at heart ... I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more."

awkward clumsy
ingenious clever
Mr. Van Dijk a businessman who knows Mr. Frank.
surreptitiously secretly
suspicious causing questions of doubt



The diary of Anne Frank

Reading Strategy

Make Inferences How does Anne feel when the Van Daans tell her that Peter likes her? Why do you think so?



Anne Frank at her desk, 1941

Reading Check

1. **Recall details** Why does Anne want to go to the office?
2. **Identify character motive** Why does Mr. Frank want it to look like he's writing from South Zeeland?

Arts Connection

Design a mural Create a mural reflecting the theme of the play. Ask students to think about the theme of being trapped. Students may contribute to the mural with words, drawings, or pictures. The images and words should relate to the theme. Display the mural in the classroom and discuss the different items. Have students explain their contributions.

Writing Strategies

Evaluation and revision ***Say:*** *When you begin writing, just get your ideas down on paper. Don't worry about grammar and spelling mistakes. You can go back and fix them later.* Allow students to ask a classmate for help with getting ideas down that they are having trouble expressing.

Unit 2 • Chapter 1
Reading 1: Literature

Read the Selection

- **Prereading** Draw students' attention to the format of this page. ***Say:*** *The top part of page 83 is an actual diary entry written by Anne Frank. Anne wrote in her diary as if it were a letter to someone named* Kitty. *The bottom part of the page is the* epilogue. *An* epilogue *is what happens after a story ends.*
- **Cooperative reading** Have students work in groups to read page 83. Divide the page into equal parts and have students take turns reading aloud.
- **Interpret the image** Have students look at the image of the diary on page 83. ***Ask:*** *How do you think the diary helped Anne when she was in the Annex?* (In the diary, she had some freedom.)
- **Writing conventions preview** Draw students' attention to the title at the top of the page. Remind students that all of the important words in book titles should be capitalized.

Reading Fluency

CD Assisted Reading "The Diary of Anne Frank," paragraphs 58–63

Reading Strategy

Practice the strategy Have students read the epilogue. ***Ask:*** *Why do you think Mr. Frank published Anne's diary?* (He wanted Anne to be remembered. He wants people to remember what happened to his family and other Jews during the war.)

Reading Strategy Answers
Anne feels uncomfortable. She probably isn't sure of her own feelings for him. It is uncomfortable to live in a small space with someone who likes you that much.

Reading Check Answers
1. Anne wants to go to the office to get a pencil.
2. Mr. Frank doesn't want anyone to know where he really is.

Apply the Reading Strategy

Make Inferences

- **Preteach** You can make inferences, or guesses, based on the characters' thoughts. Do this by reading the dialogue very carefully. ***Ask:*** *What inference can I make about Mr. Frank when he tells Peter and Anne that "it's best" for them to remove their shoes?* (Mr. Frank worries about Peter and Anne's safety; He worries that the sounds of their shoes will give them away.)
- **Apply** Have pairs make a double-entry journal for Anne and Peter's dialogue on page 80. Ask students to use at least two sentences from each character. Ask pairs to make inferences in the "My Inference" column about the character's thoughts.

Sample Answer
Dialogue
Anne: ... I wonder what our friends will think when we don't show up today.
Peter: I didn't have any dates with anyone.
Anne: Oh, I did..
Peter: Maybe it's different for a girl.
My Inference: I think Peter and Anne are getting to know each other. I think this is a new relationship for both of them. I think they're not yet sure what to think about each other

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Word Connections

transition *(change, move, switch)*
speculate *(wonder, guess, think)*

Have students use a **Word Web** to write the vocabulary words and synonyms in the circles.

- **Preview** Explain that knowing these words will help students understand the Reading Comprehension Questions on page 85.
- **Understand academic vocabulary** Read the explanations and sample sentences with students. Discuss the visual cues. ***Ask:*** *What is Manuel doing in the picture?* (He's getting on a school bus.) *What is Isaac doing?* (He's trying to guess what will be on the test.)

Checkpoint Sample Answer
It will be hard to go to middle school next year.

After Reading 1

Apply the Reading Strategy

Make Inferences

Now you are ready to complete the Double-Entry Journal.

1. Review the Reading Strategy on page 75.
2. Copy the Double-Entry Journal.
3. Find **dialogue** in the reading that helped you to make **inferences** about the characters' thoughts.
4. Then write your thoughts about the **dialogue**.

Double-Entry Journal

Dialogue	My Inference
MR. FRANK: (To MRS. FRANK and MARGOT.) Come with me ... You and Margot rest in this room for the time being. MRS. FRANK: You're sure ... ? I could help ... And Anne hasn't had her milk. ... MR. FRANK: I'll give it to her. (To ANNE and PETER) Anne, Peter ... it's best that you take off your shoes now, before you forget.	Mr. Frank is the leader of his family. He cares about his wife and daughters and tries to keep them safe in hiding by telling them what to do.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
transition *noun*	a change from one condition to another	Manuel's first day at his new school was a big **transition** for him.	
speculate *verb*	to guess about something	Isaac tries to **speculate** what will be on the test tomorrow.	

Draw a picture and write a sentence for each word.

Checkpoint
Speculate about your next **transition** in life.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Write *summarize* and *make a judgment* on the board. Point to the term *summarize*. ***Say:*** Summarizing *is a way of understanding what you read by retelling the main points. For example, if you wanted to tell someone about your day, you could tell them all the details. Or you could give a summary such as, "I stayed home for most of the day on Saturday."* Point to the term *make a judgment*. ***Say:*** *When you make a judgment about something you've read, you make an opinion based on all the information you have learned.*

Extension

Say: *Suppose Anne and her family are never found by the Nazis.* ***Ask:*** *What would be the ending to this play?* Have students revisit Reading Comprehension Question 7 to write a different ending to the play. Have students form small groups. ***Ask:*** *When and why would they come out of hiding? What happens when they come out of hiding? What happens to the family?* Have students write dialogue and act out their new endings for the class.

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What **advantages** does Mr. Frank tell Anne that she will have in the Secret Annex?
2. **Compare and contrast** How does Mr. Frank describe Peter? How does Anne describe him? How does Peter describe himself?
3. **Identify and explain** Find three words from the script that you have not seen or heard before. Explain what you think these words mean. Use context clues to help you.
4. **Summarize** What **transitions** are all of the characters going through in this part of the play?
5. **Make a judgment** When Mr. Frank says to Anne that "this is going to be a fine life for you," do you think he believes it is true? Give reasons for your response.
6. **Connect to history** How does Anne Frank's diary entry reflect the events that were happening in Amsterdam at the time she wrote it?
7. **Speculate** Would there be a play about Anne Frank if she had never been found by the Nazis and if she had survived the war? Explain your response.
8. **Revisit the Reading Focus Questions** Go back to page 76 and discuss the questions.

Workbook page 72 Independent Practice CD-ROM/Online

Literary Element

Stage Directions

Stage directions are words in the script that are not spoken out loud. They help the actors in a play know how to say their lines, how to move, and where to be on stage. If you read the play, stage directions help you imagine dramatic elements that are not part of the **dialogue**, such as sound, action, and the setting.

Look at paragraph 49 in the script. Notice the stage directions with Anne's **dialogue**. What expression should Anne have? What should she do?

Checkpoint
How do **stage directions** help the actors? How do they help the reader?

Workbook page 73 Independent Practice CD-ROM/Online

Reteach and Reassess

Identify structural features of a play Have students list and define the purpose and features of a play. (written to be performed; dialogue is written differently; it includes stage directions) Prompt the students by asking questions.

Grouping Strategies

Additional practice For additional practice with making inferences, have students work in small groups. Assign one student to write a sentence about something they like to do. ("I like to ice-skate.") The other students in the group should make a list of inferences. (She likes cold weather, she owns a pair of ice-skates.) Then the student who wrote the sentence should say which inferences are true and which are not true. Remind students that inferences are guesses based on information. They cannot be right or wrong.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Questions-Answer Relationships (QAR)

"Right There"

1. He tells her that she will never have to wear overshoes again, she won't have to wear Margot's coat, and she won't have to practice the piano.
2. Mr. Frank: nice boy; Anne: shy, awkward; Peter: a lone wolf

"Think and Search"

3. Answers will vary. Sample answers: washtub: a small container for washing things; luncheon: a small meal; etc.

"Author and You"

4. All of the characters have left their homes and are about to start new lives in hiding. The annex is not familiar. They must also learn to live with strangers.
5. Anne describes how Jewish citizens had to be secretive at that time in Amsterdam. Her story is probably similar to that of other Jewish citizens at that time.

"On Your Own"

6. Sample answer: Anne talks about all the steps they take to make sure that nobody knows exactly where they are hiding. It shows how dangerous it was to be Jewish in Amsterdam in the early 1940s because of the Nazi occupation of that country.
7. Sample answer: Yes, there would still be a play about Anne Frank. Her diary is still a very interesting story about relationships under difficult circumstances.

Revisit the Reading Focus Questions

8. Answers are found on page 76.

Literary Element

Stage Directions

- **Vocabulary development** Tell students that stage directions tell the actors what to do.
- **Application** Have students analyze the stage directions in paragraph 49, page 82, in order to answer the questions on page 85.

Reading Fluency

Choral Reading Literary Element

Checkpoint Sample Answers
Stage directions help the actors because they tell the actors what to do on the stage.
They help the reader by showing what the actors are doing as they speak.

Bridging Readings 1 and 2

Say: "The Diary of Anne Frank" was a play. It used lines of dialogue and stage directions to tell a story. Now you will read an article whose purpose is to inform you about art and mathematics.

About the Reading

Making connections Ask students to look at the picture on the left. ***Ask:*** *How is math connected to art in the picture?* (The artist used lines and shapes to draw a face that looked real.)

Build Background

Ratios in Mathematics

- **Preteach vocabulary** ***Say:*** *In mathematics, we are asked to look at quantities. A* quantity *is an amount of something. Look at the picture of the apples and oranges on page 86.* ***Ask:*** *What is the quantity of oranges?* (3)
- **Practice Ratios** Provide the students with more practice with ratios. Use a map of the United States. ***Say:*** *There are 50 United States.* ***Ask:*** *What is the ratio of states that start with the letter* D *to all states?* (1:50) *What is the ratio of states that have two-word names to those that have one?* (10:40)

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Two-Column Chart, Vocabulary Log

Word Connections

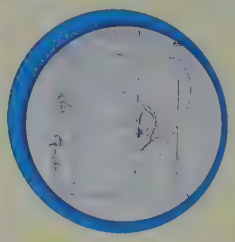
combination *(mixture, blend, mix)*
dimension *(measurement)*
express *(state, articulate, utter, say)*
proportion *(amount, quantity, part)*

Have students use a **Two-Column Chart.** Write a vocabulary word in the left column. Write synonyms in the right column.

Additional Practice Have students work in pairs to create flash cards with Key Vocabulary words and definitions. Tell them to use a dictionary to look up definitions.

Checkpoint Sample Answers
1. Answers will vary.
2. Two ways I can express ideas are through writing and speaking.

Before Reading 2



THE GOLDEN RECTANGLE

About the Reading

Reading 1: "The Diary of Anne Frank" is a play about the relationship between an outgoing girl and a shy boy who learn to appreciate each other in a difficult situation. Now you will read an informational article about the relationship between mathematics and art in the appreciation of beauty.

Build Background

Ratios in Mathematics



In mathematics, a **ratio** is a relationship between two quantities. You determine a ratio by comparing one amount to another amount. Sometimes a ratio compares two different groups. If you have two apples and three oranges, the ratio of apples to oranges is 2:3. Sometimes a ratio compares one part of a group to the whole group. If you have five pieces of fruit, and two of them are apples, the ratio of apples to all your fruit is 2:5.

What is the ratio of girls to boys in your classroom? What is the ratio of boys to all students?

Key Vocabulary
- combination
- dimension
- express
- proportion

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence. Explain the meaning of the **highlighted** word. Use the context of the sentence to help you.

1. The stew had carrots, celery, and tomatoes. It was a delicious **combination** of vegetables.
2. Angelo measured the length and width of the room to determine its **dimensions**.
3. Maria **expresses** herself well in English class. She states her ideas clearly.
4. The cake needs a lot of sugar and a little salt. Sanja uses the sugar and salt in the right **proportions**.

Checkpoint
1. What are the **dimensions** of your desk in inches?
2. Name two ways you can **express** an idea.

Vocabulary Log | Workbook page 74 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Say: *In the sentences "The stew had carrots, celery, and tomatoes," and "It was a delicious combination of vegetables," the word* combination *means "a mixed group."* ***Ask:*** *Which words tell that the group is mixed?* (carrots, celery, tomatoes) ***Say:*** *A* dimension *means the width and length of something.* ***Ask:*** *What are the context clues?* (room; width and length) ***Say:*** *To* express *means to say or write your thoughts.* ***Ask:*** *Which words are context clues to the meaning of* express*?* (states ideas clearly) ***Say:*** Proportions *are the same as amounts.* ***Ask:*** *What are the context clues?* (a lot of sugar, a little salt, measures)

Extension

Have pairs write the Key Vocabulary words in original sentences. Then have pairs recopy the sentences, replacing the vocabulary words with a blank space or line. Have pairs switch sentences with another pair. Pairs should complete the other group's sentences.

Reading Strategy

Analyze Author's Viewpoint

You can understand a reading better if you analyze the author's **viewpoint.** An author's viewpoint is his or her opinion about a topic. Sometimes the opinion is stated directly, and sometimes the reader has to infer what the author thinks. To analyze a viewpoint, ask these questions.

1. What does the author think?
2. Why does the author think this?
3. Do I agree with the author's viewpoint?

Text Genre

Informational Text: Article

An **article** gives facts and examples. The author writes the article to **inform** the reader about a certain topic. Articles can use pictures to explain the facts. Sometimes they **explain** how to do something.

Look for these features below as you read the article.

Article	
headings and subheadings	the topics of a section
facts	statements that are true
examples	text or pictures that explain a fact
list of steps	ordered statements that tell how to do something

Build Your Knowledge

Articles are most often found in **newspapers** and **magazines,** along with stories, pictures, advertisements, and other features. Find a magazine and a newspaper in the library. Look at how they are organized. Use articles from magazines and newspapers when you research a topic.

Reading Focus Questions

As you read, think about these questions.

1. How does "The Golden Rectangle" connect to the theme "Relationships"?
2. What was the author's purpose for writing this article?
3. How does mathematics contribute to our understanding of art?

Checkpoint

1. How can an author share his or her **viewpoint** in a reading?
2. What is the purpose of examples in an **article**?


Workbook pages 75–76


Independent Practice CD-ROM/Online

Math Connection

Relate to personal experience ***Say:*** *We use ratios in our daily life. For example, when someone is cooking, they have to use the correct ratio of ingredients in the recipe.* Have students think about times they have used ratios in their lives.

Arts Connection

Connect ***Say:*** *You read an entire sentence to infer the meaning of a word. You can do the same thing with art. Look at a painting. You may not know exactly who the person is or what is being pictured, but you can guess by looking at the entire painting for clues.* ***Ask:*** *If a painting is of a woman with a crown on her head, who do you think she might be?* (a queen or princess)

Reading Strategy

Analyze Author's Viewpoint

Preteach ***Say:*** *A viewpoint is the way a person thinks or feels about something. For example, you and your grandmother can have different viewpoints about TV shows.* Place students in pairs. Have pairs tell their viewpoints about thunderstorms. Have pairs tell how their viewpoints differed about thunderstorms.

Text Genre

Informational Text: Article

- **Preteach** Explain that articles are a kind of informational text. They are found in newspapers and magazines. Articles can be written to inform or entertain. "The Golden Rectangle" is an informational article. The author wrote it to teach or inform us about the Golden Rectangle.
- **Identify text features** Quickly read through the article with students. Point out the headings and subheadings (page 90), facts (first sentence page 90), examples (pictures on page 88), and list of steps (bulleted list on page 90).

Reading Fluency

Paired Reading Text Genre

Reading Focus Questions

Reading Focus Questions Sample Answers

1. The Golden Rectangle is an article that shows a relationship between art and mathematics.
2. The author's purpose is to teach us about the Golden Rectangle.
3. Mathematics contributes to our understanding of art because it deals with dimensions.

Checkpoint Sample Answers

1. An author can share a viewpoint directly or imply a viewpoint so that the reader has to infer what he or she means.
2. to explain facts

Read the Selection

CD 1, Track 8 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Give students background information by drawing a rectangle on the board. ***Say:*** *Start with a Golden Rectangle. Create a square from the rectangle's long side. This creates another Golden Rectangle. Continue adding squares in the same way. The pattern becomes a spiral.* Draw students' attention to the drawing on page 88 of a Golden Rectangle. ***Say:*** *This same spiral is also found in nature in the Nautilus shell.*
- **Inquiry reading** Tell students that they are going to be reading silently for a specific purpose. Write the question on the board, "What is the Golden Rectangle?" Have students find the answer in the text. (A Golden Rectangle is a special rectangle. The ratio of its length to its width is about 1:.618, or 1.6.)
- **Interpret the image** Have students look at the picture of the shell on page 88. Explain to students that the image next to the shell is showing how the shape of the shell can be shown by combining many Golden Rectangles. ***Ask:*** *Why is the picture of the Nautilus shell included in the reading?* (because it is an example of how the Golden Rectangle is found in nature)
- **Vocabulary development** Discuss how symbols in mathematics stand for words. Write the following math symbols on the board with the definitions that follow: = means "equals"; + means "plus, or add."

Reading Strategy

Teacher modeling Students can find clues about the author's viewpoint on the Golden Rectangle by paying attention to the adjectives, or describing words, in the text. (very important, special, most pleasing, and beautiful)

Sample Answers
"Very important, special, most pleasing, and beautiful." Students may agree or disagree with the author's opinion.

Reading 2
Content
Mathematics

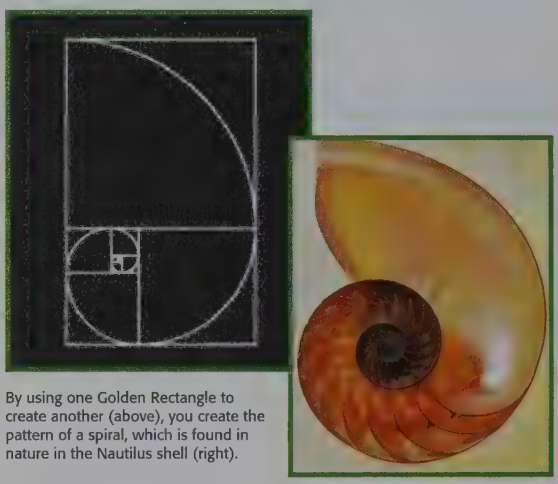
THE GOLDEN RECTANGLE

1 The Golden Rectangle is a very important shape in mathematics. The Golden Rectangle appears in nature and music. It also is often used in art and architecture. The special **property** of the Golden Rectangle is that the **ratio** of its length to its width equals **approximately** 1.618:

2 $\text{Golden Ratio} = \frac{Length}{Width} \approx 1.6$

3 The Golden Rectangle is considered to be one of the most pleasing and beautiful shapes to look at. That is why many artists have used it in their work. Leonardo da Vinci and Piet Mondrian are perhaps the most famous for using the golden ratio.

Reading Strategy
Analyze Author's Viewpoint What words used by the author are clues to his viewpoint on the Golden Rectangle? Do you agree?



By using one Golden Rectangle to create another (above), you create the pattern of a spiral, which is found in nature in the Nautilus shell (right).

property characteristic of something
ratio relationships between two numbers
approximately close, but not exact

88 Unit 2 • Chapter 1

Differentiated Instruction • Reading Comprehension

Scaffolding

Review fact and opinion with students. ***Say:*** *Facts are true statements that can be proven. Opinions are someone's thoughts or feelings. For example, the formula for the Golden Ratio on line 2 is a fact; it can be proven. The first sentence in paragraph 3, "The Golden Rectangle is considered to be one of the most pleasing to look at" is an opinion. Not everyone might feel that way.* Have students work in pairs. Ask pairs to find more facts and opinions in the text. (facts: Golden Rectangle appears in nature; opinions: it is a beautiful shape)

Extension

Have students work in pairs. Have one student deliver an informal presentation about something they like. The other student will identify which statements were facts and which were opinions. Have pairs repeat the exercise with the roles reversed. For example, "Going to the movies is a lot of fun. I go to the movies with my dad. The best movie ever made is 'The Lord of the Rings.' It stars Elijah Wood." (facts: "I go to the movies with my dad. It stars Elijah Wood." opinions: "Going to the movies is a lot of fun. The best movie ever made is 'The Lord of the Rings.'")

Leonardo da Vinci

Leonardo da Vinci was a great Italian **Renaissance** painter. He was also a scientist and inventor. In his art, da Vinci carefully **examined** the **proportions** of the human body. He found many **occurrences** of the golden ratio and golden rectangles.

Art Masterpiece: *Mona Lisa*

You have probably heard of the *Mona Lisa*. The *Mona Lisa* is one of the most famous paintings in the world. It is a very good example of da Vinci's use of the golden ratio in art.

If you draw a rectangle around Mona Lisa's face, that rectangle will turn out to be "golden." The **dimensions** of the painting itself also form a golden rectangle. As well, the **proportions** of Mona Lisa's body **exhibit** several golden ratios. For example, a golden rectangle can be drawn from her neck to just above the hands.



Renaissance time period beginning in the 1500s in Europe when classical art was popular
examined looked at closely
occurrences how many times something happens
exhibit show

Reading Strategy

Analyze Author's Viewpoint
Do you think the author admires da Vinci? Support your answer with examples from the text.

Reading Check

1. **Recall facts** What is a special property of the Golden Rectangle?
2. **Identify proposition/support** Identify the idea in paragraph 1 that the author proposes and the support that the author provides.
3. **Make an inference** Do you think da Vinci used the Golden Rectangle in other paintings or only in the *Mona Lisa*?

Read the Selection

Teacher Resources: Graphic Organizers: Timelines

- **Prereading** Create a **Timeline** for the years 1500–2010. Mark the year 1504 (the year the *Mona Lisa* was painted) on the time line. Then mark the current year. Ask a volunteer to calculate exactly how old the *Mona Lisa* is.
- **Inquiry reading** Tell students that they are going to be reading silently for a specific purpose. Write the question, "How does the *Mona Lisa* fit into the Golden Rectangle article?" Have students find the answer in the text. (Golden Rectangles were used in the creation of the *Mona Lisa*.)
- **Interpret the image** Have students look at the painting of the *Mona Lisa* on page 89. ***Say:*** *The Mona Lisa has a rectangle around her face.* ***Ask:*** *Why do you think she has a rectangle around her face?* (to show us that her face has the proportion of a Golden Rectangle)
- **Grammar preview** Have students look at paragraph 5. Read the sentence that begins with "In his art...," aloud. ***Say:*** *This sentence uses the simple past tense. We will learn more about the simple past tense on page 94.*

Reading Fluency

CD Assisted Reading "The Golden Rectangle," paragraphs 5–8

Reading Strategy

Practice the strategy Have students look at paragraph 5. ***Say:*** *What words tell us about the author's viewpoint on Leonardo da Vinci?* On the board, write the word *carefully*. Have students find more words on the page that show the author's viewpoint. (great, etc.)

Reading Strategy Answers
The author admires da Vinci because the word *great* is used to describe him. The author also uses the word *masterpiece* to describe da Vinci's painting, the *Mona Lisa*.

Reading Check Answers
1. The special property of the Golden Rectangle is that the ratio of its length to its width equals 1.618.
2. The author's proposition is that the Golden Rectangle is a very important shape in mathematics. The support is that many artists have used this mathematical property in their art.
3. Sample answer: Yes, I think he did use it in his other paintings.

Arts Connection

Use reference materials Have pairs use a variety of reference materials, including search engines, to find an example of The Golden Rectangle in art or architecture. Students should share their findings with the class. See if the other students can tell where the Golden Rectangle is in the artwork.

Writing Strategies

Research strategies ***Say:*** *It is a good idea to take notes when researching a topic. You can paraphrase, or put ideas from a source into their own words.* This way, they are making sure they understand the material. They can also use the exact phrases from the source, but they must put the text in quotation marks. This way, a reader knows that the ideas belong to someone other than the student.

Read the Selection

Teacher Resources: Graphic Organizers: Timelines

- **Prereading** Create a **Timeline** spanning from the year 1872 to 1944. Mark the years 1926 and 1942 on the time line. These are the dates of the two paintings called *Composition in Red, Yellow, and Blue.* Then mark the current year on the time line. Ask a volunteer to calculate how old each painting is.
- **Inquiry reading** Tell students that they are going to be reading silently for a specific purpose. Write the question on the board, "What is Mondrian's viewpoint on color?" Have students find the answer in the text. (Mondrian felt any color can be created with combinations of red, blue, and yellow.)
- **Interpret the image** Have students look at the paintings by Piet Mondrian on page 90. Have students read the captions. ***Ask:*** *How is Mondrian's use of the Golden Rectangle different from da Vinci's?* (Mondrian used rectangles as the actual subject of his paintings.)
- **Writing convention preview** Point out to students that all of the important words in the titles of artworks, such as Mondrian's *Composition in Red, Yellow, and Blue,* are capitalized. This is similar to how we capitalize the titles of books or songs. ***Say:*** *We will learn more about capitalization on Workbook page 79.*

Reading Strategy

Clarify Review the reading strategy with students. Explain that when you *analyze* something, you study and think about it.

Reading Strategy Answers
Sample Answer: I don't agree with the author. I think Mondrian's reality and nature with complex colors and shapes, too. Viewpoints are different depending on the artist who is creating the work.



Composition in Red, Yellow, and Blue. Mondrian painted this work in 1942. There are many golden rectangles in this painting.

Piet Mondrian

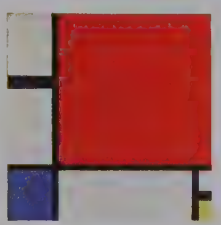
10 Piet Mondrian is a **modern** Dutch artist, who lived 1872 to 1944. Although he painted many landscapes at the beginning of his career, Mondrian later moved to an **abstract** style in his work.

11 Mondrian is famous for using **horizontal** and **vertical** black lines as the basis for a lot of his paintings. Like da Vinci, Mondrian believed that mathematics and art were closely connected. He used the simplest geometric shapes and primary colors (blue, red, yellow) to **express** reality, nature and **logic** from a different point of view.

Reading Strategy

Analyze Author's Viewpoint Do you agree with the author about what Mondrian's shapes and colors **express**? Explain why or why not.

12 Mondrian's point of view is that any shape can be created with basic geometric shapes. His point of view is also that any color can be created with different **combinations** of red, blue, and yellow. The Golden Rectangle is one of the basic shapes that keeps appearing in Mondrian's art:



Composition in Red, Yellow, and Blue. This work was painted in 1926. You can find many golden rectangles here, too.

13 **Create Your Own "Golden" Art**

14
- Take a blank piece of paper.
- Prepare different colored pencils.
- On a separate sheet of paper, practice drawing golden rectangles of different sizes and colors.
- Plan out your original design. How are you going to arrange the rectangles on paper?
- Draw your design. Experiment with the different colors and sizes of your golden rectangles. (You can also draw some rectangles that aren't golden. See how those rectangles change the effect.)
- Frame your work and decorate your wall.

modern belonging to the period of abstract art from the late 19th century to the mid 20th century
abstract not representing anything real
horizontal parallel to the ground
vertical pointing between the ground and the sky
logic a way of reasoning

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Review the characteristics and features of each text genre. ***Ask:*** *What kinds of relationships are shown in "The Diary of Anne Frank"?* (family, new friends, people in a tough situation) *What kind of relationship was described in "The Golden Rectangle"?* (a relationship between math and art) Have students identify who and what each reading was about. ***Ask:*** *How do the features of each text genre help show relationships?* (An article uses facts and examples to show the relationship between two ideas. A play uses dialogue between characters to show relationships between them.)

Extension

Have pairs add a column to the chart on page 91. Title the column "Relationships Shown." Students should complete the column. ("The Diary of Anne Frank": family, friends, people during a tough situation; "The Golden Rectangle": a relationship between math and art) Then have pairs use their completed charts to write a paragraph. The paragraph should compare and contrast the relationships that were in each of the readings.

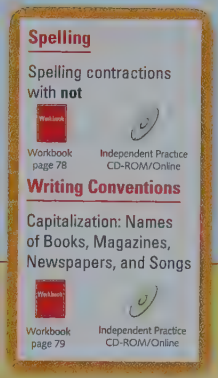
After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Identify facts and opinion** Which statement from the article is a fact? Explain why you think so.
   a. The Golden Rectangle appears in nature and music.
   b. The Golden Rectangle is considered to be one of the most pleasing and beautiful shapes to look at.
2. **Analyze** Which of the two paintings by Mondrian shows more golden rectangles?
3. **Identify compare and contrast** Describe the similarities and differences between da Vinci's art and Mondrian's art. What does the author do to help the reader compare and contrast their art?
4. **Explain** How does the author's use of pictures help you to understand the golden rectangle?
5. **Express an opinion** Which painting do you like best? Why?
6. **Revisit the Reading Focus Questions** Go back to page 87 and discuss the questions.





Connect Readings 1 and 2

You have read two readings on the theme "Relationships." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	Who is the reading about?	What feature of each text genre helps to show relationships?
The Diary of Anne Frank			
THE GOLDEN RECTANGLE			

2. With a partner, ask and answer these questions.
   a. How is an artist like an author?
   b. Both Anne Frank and Piet Mondrian were Dutch and lived during World War II. What effect do you think the war had on their creativity?
3. **Revisit the Chapter Focus Question** What do our relationships with the people and things around us teach us about ourselves? Use examples from "The Diary of Anne Frank" and "The Golden Rectangle" to answer.

Community Connection

Use the internet ***Say:*** *Most famous paintings are kept in museums.* Have students research local museums on the internet. Tell students to record the name of the museum, its location, and the website they used. Let students know that museums are not the only places where they can see art. Art can be found in their community, as well. ***Say:*** *Paintings, murals, statues, and photographs are found in your community.* Have students share examples of art they have seen in their community.

Cultural Connection

Use library resources The following countries were mentioned in the chapter: Germany, Netherlands, and Italy. Divide students into three groups with one group per country. Show students how to use library resources to find out more about these countries. Have each group find at least five facts about their country and present them to the class.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. choice A, because it can be proven

"Think and Search"
2. the one he painted in 1942

"Author and You"
3. Both painters used the Golden Rectangle in creating their paintings. Da Vinci's use of the Golden Rectangle is not obvious. Mondrian's paintings have many visible rectangles. The author provides illustrations of the paintings so the reader can compare them.
4. You can look at the paintings and point out places where the artists used the golden rectangle. It would be harder to understand the idea without the paintings.

"On Your Own"
5. Answers will vary. Sample answer: I like the *Composition in Red, Yellow, and Blue* because the colors are much brighter.

Revisit the Reading Focus Questions
6. Answers are found on page 87.

Spelling

Spelling contractions with *not* Students will learn more about spelling contractions with *not* on Workbook page 78.

Writing Conventions

Capitalization: Names of Books, Magazines, Newspapers, and Songs Students will learn more about capitalizing the names of books, magazines, newspapers, and songs on Workbook page 79.

Connect Readings 1 and 2

Compare and contrast ***Say:*** *Both of the readings in this chapter use the theme relationships. Yet they are very different.* ***Ask:*** *How are they different?*

Sample Answers
1. "The Diary of Anne Frank" - play; Anne Frank, Mr. Frank, Mrs. Frank, Peter Van Daan; dialogue.
   "The Golden Rectangle" - informational article; Leonardo da Vinci, Piet Mondrian; examples and illustrations.
2. a. Artists and authors create works of art that are pleasing to other people.
   b. Answers will vary: Both Anne Frank and Piet Mondrian probably had a lot of fear and uncertainty about how the war would turn out and probably tried to make sense of their fear by writing and painting in creative ways.
3. We can learn that there is harmony and beauty in relating to other things, and that something on its own is not as likely to last a long time.

Listening and Speaking

Explain a Procedure

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** ***Ask:*** *What is an explanation?* (An explanation is something you say to help someone understand.) ***Say:*** *People give explanations when they are trying to help someone understand.*
- **Vocabulary review** Remind students to use Key Vocabulary words in their explanations. Review the word *procedure* with students. *Procedure* means a series of steps that you take in order to do something.

Reading Fluency

Repeated Reading Listening and Speaking

Phrases for Conversation

Making Transitions

Explain terms Write the transition words (*first, second, next,* and *last*) on the board. ***Say:*** *When explaining, use the words* first, second, next, *and* last. Write the following sentence on the board: *First, I put the dishes in the sink.*

Clarifying Information

Review inverted order Remind students that they learned about inverted order in sentences in Unit 1 Chapter 1. ***Say:*** *Questions are usually asked in inverted order with the auxiliary verbs* do *or* does *appearing before the subject.* Explain that they should answer questions that ask them to clarify information in natural order but without the auxiliary verbs.

Reading Fluency

Dramatizing: Emotion

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Teacher Resources: Script of dialogue from "The Diary of Anne Frank"

Read aloud with appropriate emotion Students will read the dialogue in paragraphs 46–56. Before students begin, read for them. Model intonation and expression. Explain that an ellipsis (...) means to take a pause.



Phrases for Conversation

Making Transitions

first/second/next/last

Clarifying Information

How do you do that?
What do you do next?
Did I miss something?
What did I leave out?

Build Your Knowledge

A **monologue** is when a character in a play gives a long talk, such as the one Mr. Frank gives at the end of the reading. A **soliloquy** is also a talk given by one character. However, in a soliloquy, the character speaks his/her thoughts and feelings out loud to himself/herself, not to the audience. Find a soliloquy at the library. Act it out with emotion. Use pauses and the speed and loudness of your voice to create a dramatic effect.

Listening and Speaking

Explain a Procedure

In "The Golden Rectangle," you read directions for creating your own art. Now you will explain a procedure for how to do something.

1. Prepare a brief explanation of how to do something, such as how to prepare a meal or send a text message. Check that you have included all the necessary steps in your explanation. Also, check that the steps are in order. When appropriate, use cause/effect to show what will happen after a step is completed.
2. In a group of three, take turns explaining your procedure.
   a. SPEAKER: Share your procedure. Speak clearly. Speak at a **comfortable** pace—not too slowly and not too quickly. Use graphics that support your explanation.
   b. LISTENER: Listen carefully to the procedure. Take notes on important information. Ask the speaker to clarify points that were unclear. Then summarize the procedure. Be sure to include the main points.

Reading Fluency

Dramatizing: Emotion

Acting out a conversation between two characters in a play can help you to read the **dialogue** with **emotion** (feeling).

1. Work with a partner. Your teacher will give you a script of the **dialogue** between Anne and her father.
   a. Decide who will play each role: Anne, Mr. Frank.
   b. Highlight your part of the **dialogue** in the script. Do not mark the stage directions.
   c. Underline stage directions.
2. Practice reading your part.
   a. Think about the underlined words that show emotion.
   b. Pay attention to punctuation. Note the use of exclamation marks (!) to show strong emotion. Make your voice louder at an exclamation point.
3. Perform the **dialogue**.
   a. Use your voice and body movements to show emotion. Be sure to speak clearly. Use pauses and changes in the loudness of your voice to create a dramatic effect.
   b. Try to identify emotions **expressed** by your classmates as they perform.

Differentiated Instruction • Listening and Speaking

Scaffolding

Say: *When you give someone an explanation, you put the order of events into a sequence.* Have pairs write a "how-to" idea. Have students look at the Phrases for Conversation on page 92. Read the phrases aloud. Have students repeat each word. Tell students to use the words in their procedures. Have pairs practice reading their "how-to" examples aloud.

Extension

Have students make another "how-to" example. For this one, have them do some research. First, they should pick a task. Next, have them research and find facts. Be sure that students use more than one source of information. For example, they may want to learn how to make a pie. They may ask their grandmother. Then they might look in a cookbook. Have students present their instructions to the class.

Vocabulary Development

Idioms

In "The Diary of Anne Frank," Peter uses the **idiom** "lone wolf." An idiom is a phrase that does not literally mean what the words say. Here are some other idioms about animals.

Idiom	Explanation
I'm in the doghouse.	I'm in trouble.
She's a big fish in a small pond.	She is an important person.
You're putting the cart before the horse.	You're doing things in the wrong order.
I have butterflies in my stomach.	I'm nervous.
Take the bull by the horns.	Work with energy and effort on a problem.

Where do idioms like these come from?

1. People have common ideas about things, such as animals.
   Pigs live in a pen called a sty. A sty has a lot of mud. Pigs are usually dirty.
2. People apply those ideas to other situations.
   This room is dirty. It looks like pigs live in it.
3. People invent an expression for these situations and use it often. An idiom is formed that everyone recognizes.
   This room is a pig sty.

Work with a partner to guess how each idiom in the chart started. List characteristics you know about each animal in the idioms. Then connect the idiom to its explanation.

Knowing idioms can help you understand text better. As you read, use your knowledge of idioms to help you figure out the meaning of words and phrases.

Checkpoint

Share an **idiom** from another language that you know. Explain the meaning.

Vocabulary Log | Workbook page 80 | Independent Practice CD-ROM/Online

Unit 2 • Chapter 1
After Readings 1 and 2

Vocabulary Development

Idioms

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Making connections ***Say:*** *Not everything can be translated from one language to another.* Students should write down idioms from other languages that they know. Then students should literally translate the idioms and their meaning. ***Say:*** *When you translate your idioms, look for words that don't make sense.* Have pairs share their idioms with each other. Discuss the idioms as a class. Clarify any misunderstandings.

Reading Fluency

Choral Reading Vocabulary Development, boxed idioms and explanations

Vocabulary Development Answers

Dogs live outside in doghouses.
A big fish in a small pond would be very visible.
A horse pulls a cart behind it.
Butterflies flutter in the air.
Bulls are big and strong, and someone would have to be very brave to take one by the horns.

Checkpoint Answer

Answers will vary.

Listening and Speaking Strategies

Read aloud with appropriate pacing, intonation, and expressions ***Say:*** *Listen to how many different ways there are to read lines in a play.* Have students form groups of four. Have pairs take turns reading page 82 from "The Diary of Anne Frank." The other pair should listen carefully and identify any emotion they hear. Pairs should switch roles and repeat the exercise.

Language Transfer and Interference

Use appropriate intonation Have students form small groups. Have each student say Mr. Frank's line, "I don't want you ever to go beyond that door." ***Say:*** *Mr. Frank is ordering Anne not to do something. English speakers will stress the word* ever *in this sentence.* Say the sentence for the class. Have students repeat and imitate your intonation.

Grammar

Verb Review: The Simple Tenses

Instructional Routine for Grammar
page Txxxii

The Simple Present

- **Preteach** Explain that the simple present tense is used to express actions that are habits or routines, and facts and truths.
- **Teach** Read the sample sentences out loud. Students should identify the verbs. (writes, appears) Have students look at the table. The tables list only subject pronouns. Read the sample sentence in the table using each of the subject pronouns. Ask students which pronouns would replace the subjects in the sample sentences. (She; It)
- **Apply** Have students write sentences using each of the subject pronouns with different verbs in the simple present.
- **Practice** Have students compare their sentences with a partner. Go over the answers. Remind students to ask questions about any answer they do not understand.
- **Extend** Have students write sentences in the simple present tense that are negative. Use the table on the right as a model.

The Simple Past

- **Preteach** Explain that the simple past tense is used to express actions that began and ended in the past. Do not use the simple past tense to express actions that are still happening.
- **Teach** Most verbs take the ending *-ed* to become past tense. Read the example—*danced*—which adds a *D* since *dance* ends in an *E*. Tell students that vowels that do not add *-d/-ed* to become past tense are called irregular verbs. Read the list of irregular verbs on page 418 with students.
- **Apply** Read the sample sentences in the table. Have students work in pairs to write original sentences. Use new simple past tense verbs. Have volunteers read their sentences aloud.
- **Practice** Have students compare their answers with a partner. Go over the answers and remind students to ask questions about any answer they do not understand.
- **Extend** Sometimes a verb in the simple past tense has a spelling change. Write the words *stop* and *stopped* on the board. Words such as *stop* end in with one vowel followed by one consonant. These verbs usually double the final consonant before adding *-ed*.

Grammar

Verb Review: The Simple Tenses

The Simple Present Use the simple present tense to **express:**

- actions that are habits or routines
  Anne **writes** in her diary every day.
- facts and general truths
  The Golden Rectangle **appears** in nature and music.

Subject	Verb
I / You / We / They	work.
He / She / It	works.

Subject	*do / does*	*not*	Base Form
I / You / We / They	do	not	work.
He / She / It	does	not	work.

The Simple Past Use the **simple past tense** to **express** actions that began and ended in the past. For regular verbs, add **-d/-ed** to form the simple past.

They **typed** a letter to a chemist.
Leonardo da Vinci **painted** the *Mona Lisa*.

Subject	Base Form + *-d / -ed*
I / You / We / They	worked.
	danced.
He / She / It	waited.

Subject	*did*	*not*	Base Form
I / You / We / They	did	not	work.
			dance.
He / She / It			wait.

The simple past of irregular verbs has different forms. See page 418 for a list of irregular verbs and their simple past forms.

The Simple Future To **express** future actions, use the **simple future tense.** Use the forms **will** or **be going to.**

Use **will** to:

- make a prediction
- make a decision at the time of speaking
- make a promise

Differentiated Instruction • Grammar

Scaffolding

On the board, write the following verbs:
talked — talk — talks
Work with students to complete the sentences:
We ___ every day.
She ___ every day.
You ___ yesterday.
They will ___.
I am not going to ___.
He is going to ___.
We are going to ___.

Extension

Ask pairs to create new sentences using the simple past, simple present, and simple future tenses. Challenge students to add to the basic structure of the sentences in the chart by:
1. replacing pronouns with names
2. adding time words (example: yesterday, tomorrow)
3. adding adjectives

Subject	will	(not)	Base Form
I / You / We / They He / She / It	will	(not)	work.

Use **be going to** to:

- make a prediction using information you already know
- express plans you already made

Subject	Simple Present of be	(not)	going to	Base Form
I	am	(not)	going to	work.
He / She / It	is			
You / We / They	are			

Practice the Grammar Complete each sentence with the simple present, simple past, or simple future form of the verb.

1. Yoon ____ (write) an essay for his English class every week.
2. Tomorrow night, Ana ____ (play) soccer with her sister.
3. "I ____ (love) you forever," said the mother to her children.
4. When Mai was five years old, she ____ (visit) New York.
5. The sun ____ (give) us heat and light.
6. Pedro ____ (taste) the soup before dinner last night.

Use the Grammar Independently Work with a partner. Take turns completing the activities.

1. Tell your partner what "The Monarch Migration" from Unit 1 (p. 20) is about. Use the simple present tense.
2. Imagine that you are going on a vacation next month. Tell your partner the details of your vacation plan. Use the simple future tense.
3. Write a brief description of the story of Anne Frank. Use the simple past tense.


Workbook pages 81–82


Independent Practice CD-ROM/Online

Grammar Expansion

Review of Question Forms


Workbook pages 83–84


Independent Practice CD-ROM/Online

Checkpoint

1. Explain when we use the **simple present**.
2. Explain when we use **will** and **be going to**.

Writing Strategies

Edit and revise to improve focus When students write a first draft, they should focus on the ideas they want to express. ***Say:*** *If you are not sure which tense of a verb to use, make a note of it. You can come back to it later.* Have pairs exchange their answers to Use the Grammar Independently. Have students correct each other's sentences.

Language Transfer and Interference

Syntactical features of English In Cantonese, Haitian, Creole, Hmong, Khmer, Russian, and Vietnamese, the verb *be* can be implied with just an adjective. Speakers of these languages may leave out the verb *be* in English. For example, *"He thirsty."* Explain that the verb *will* is always used in the simple future tense.

Grammar (cont.)

Verb Review: The Simple Tenses

The Simple Future

- **Preteach** Explain that the simple future tense is used to express future actions.
- **Teach** Read the section with students. Write examples on the board: *It will not rain tomorrow. I will go home after school. He will read to the children. I am going to eat spaghetti for dinner.*
- **Apply** Have students identify the simple future verbs in the sentences on the board.
- **Practice** Have volunteers write additional examples and read them to the group.
- **Extend** Have students write some sentences with negative form of the simple future tense.

Practice the Grammar Answers

1. writes; 2. is going to play; 3. will love; 4. visited; 5. gives; 6. tasted

Use the Grammar Answers

1. Monarch butterflies migrate each fall to parts of California and Mexico. When the temperature becomes too cold, the butterflies cannot fly. They depend on ovamel and eucalyptus trees for their survival. They stay warm and safe in these trees. The butterflies stay in their winter homes until March. In March, they return to their summer homes.
2. Next month, we're going to go on a vacation to Yosemite National Park. We are going to do a different activity each day. The first day, we will explore the park. On the second day, we are going to go hiking and fishing. On the third day, we will ride bikes on some of the trails. And on the fourth day, we are going to take pictures and buy souvenirs.
3. In 1942, Anne's sister received a letter. Anne's family went into hiding. Anne's father prepared a secret annex. The family hid for two years. The Nazis took them to prison camps. Everyone but Anne's father died. Anne's father published her diary.

Grammar Expansion

Review of Question Forms Students will review question forms on Workbook pages 83–84.

Checkpoint Answers

1. simple present—to express actions that are habits or routines; to express actions that are facts and general truths
2. will—to make a prediction, a decision at the time of speaking, or a promise; be going to—to make a prediction using information you already know, to express plans you already made

Writing Assignment

Write an Informal Letter to a Friend

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409–449

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing.
- **Review formatting** Students' letters should include a *heading, salutation, body, closing,* and *signature.*
- **Grammar review** Have students review the simple present tense and use it in their letters.
- **Practice** Students should write with their best cursive penmanship.
- **Extend** Ask volunteers to read their letters for the class. Other students should raise their hands when they hear a verb in the simple present tense.

Writing Prompt

Practice Read the Writing Prompt to students. Ask students to locate and read the five parts of the model letter aloud.

Read the Student Model

- **Analyze model writing** Have students read the model silently. ***Ask:*** *Who is the letter to?* (Will) *Who wrote the letter?* (Carolina) *What state did the letter come from?* (Florida)
- **Grammar review** Read the sample letter with students. Help them identify the different verb tenses used.

Reading Fluency

Echo Reading Student Model

Writing Assignment

Write an Informal Letter to a Friend

Writing Prompt

Anne Frank wrote her diary entries as if they were letters to a friend named "Kitty." Imagine that you are writing a letter to a friend. Tell your friend about what you have been doing lately. Use correct verb tenses to make your writing clear.

About Informal Letters An informal, or friendly, letter is one you write to a friend or relative. It has five main parts: heading, salutation, body, closing, signature.

Write Your Informal Letter

1. Read the student model. Look at the five parts of a friendly letter.

Student Model



heading: 23 Maple Street
Thereville, Florida 32001
September 30, 2008

Dear Will, (salutation)

It was great to get your letter and hear about your new school (and your new pet!). Things are getting started here. I like my English class. I read all the stories carefully, and I find them very interesting. What have you been reading? (body)

I saw Sebastian today. He said to tell you hello. He will leave tomorrow for El Salvador to see his brother.

Write to me again soon, and let me know how you are.

closing: Your friend,
Carolina (signature)

Build Your Knowledge

Parentheses ( )) are used to give extra information or an explanation. Use parentheses in your writing when appropriate. Look for examples of how the author used parentheses in "The Golden Rectangle."

Workbook page 85

Differentiated Instruction • Writing Assignment

Scaffolding

Many students will be from countries where the style of writing dates and streets is different. Explain to students that the Student Model letter shows the dates and streets numbers written in the style used in the United States. Have students copy the heading of the letter to a sheet of paper. This will help students better understand how to write in U.S. style.

Extension

Have students type out the Student Model letter on a computer. They should:

1. open the word processing application
2. format margins
3. format tab stops
4. type the letter so that all five parts are in the same place as in the model

2. **Prewrite.**
   a. Make a list of things you want to tell your friend. Think about things that have happened to you recently.
   b. Make a list of questions that you want to ask your friend.
3. **Write your letter.**
   a. Write the heading. Use your address and today's date.
   b. Write the salutation. This is your greeting. It is followed by a comma.
   c. Write the body. This is your message. It should include the events and questions in the lists you made. Be sure to indent the first line of each paragraph.
   d. Write your closing. A closing is brief and personal. It is followed by a comma. Capitalize the first word.
   e. Sign your name below the closing.
4. **Revise.** Reread your letter. Combine similar ideas. Add necessary details. Be sure you have included all five parts.
   Use the **editing** and **proofreading symbols** on page 435 to mark any changes you want to make.
5. **Edit.** Check your writing for grammar, usage, mechanics, and spelling. Delete unneeded or confusing information. Use the **Writing Checklist** to help you find problems.
6. **Publish.** Use your best handwriting to make a clean copy of your letter. Be sure your cursive or joined italic handwriting is fluid and legible. Share your letter with a classmate.

Writing Checklist

1. I included all five parts of an informal letter.
2. My tone is friendly.
3. I used verb tenses correctly.
4. I used a comma after the salutation and the closing.
5. I signed my letter.

Writing Suggestion

When you write letters, capitalize proper nouns. Also, use correct punctuation in addresses.

Mr. William Caruso
23 Maple Street
Thereville, Florida 32001

Writing Support

Spelling

Endings of Regular Simple Present and Simple Past Verbs

To spell regular simple present (3rd person singular) and simple past verbs correctly, follow these rules. When a verb ends in:

- a consonant: add **-s / -ed**
  work → works / worked
  look → looks / looked
- consonant + **e:** add **-s / -d**
  move → moves / moved
  live → lives / lived
- **-ss, -sh, -ch, -x, or -z:** add **-es / -ed**
  pass→ passes / passed
  watch → watches / watched
- consonant + **y:** change **y** to **i**, add **-es / -ed**
  study → studies / studied
  cry → cries / cried

Apply Check the verbs in your letter. Are they spelled correctly?

Workbook pages 86–87
Independent Practice CD-ROM/Online

Arts Connection

Illustration Have students create a drawing or illustration to go with their informal letter. They should label anything from their letter that they included in their illustration. Be sure they use the correct forms of verbs. They should explain their drawing to the class.

Cultural Connection

Opportunities for practice Have students find five facts about the city, state, or country where they were born. Have students write a short story about their birthplace using regular simple present (third person singular) and simple past verbs. Tell students that they can use themselves or family members as characters in their story.

Writing Assignment (cont.)

Prewrite

- **Preteach** Have students make a list of things they have done recently.
- **Teach** Write the questions words *who, what, where, when,* and *how* on the board.
  Say: *Many questions begin with these question words.*

Write your letter

Grammar and usage Remind students to use the correct verb tense. Tell students to use the irregular past-tense verb chart on page 418 as a reference.

Revise

Clarifying meaning ***Say:*** *Adding information can make a sentence clearer.* Have students share their letters with partners. They should discuss any information that can be added.

Edit

Concept development ***Say:*** *Now that you have revised your paper, check for grammar and spelling errors.* Have students check the format of their letters.

Publish

Remind students to make a clean copy. ***Say:*** Clean copy *means that your letter is readable and that it should have no mistakes.*

Writing Checklist

Teacher modeling Model using the writing checklist. Use it to evaluate the Student Model.

Writing Support

Structural features of English

When a verb ends in:

1. *a consonant*: add -s/-ed
   jump → jumps→ jumped
2. *consonant + e*: add -s/-d
   love → loves → loved
3. -ss, -sh, -ch, or -z, add -es/ -ed
   match → matches → matched
4. *consonant + y:* change y to i, add -es/-ed
   carry → carries → carried

Review irregular present tense verbs.
-vowel + y → add -ed
e.g., played
-consonant + vowel + consonant (one-syllable) or *double consonant* → add -ed
e.g., popped, planned
-ends in x or w (one syllable) → add -ed (don't double consonant)
e.g., fixed, sawed
two-syllable verbs, stress on last syllable and/ or *double consonant* → add -ed
e.g., occurred, preferred
two-syllable verb w/stress on first syllable → add -ed (don't double consonant)

Unit 2 • Chapter 1
Check Your Progress

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check

Preview The Progress Check is the post-assessment section of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
advantage: a benefit; *comfortable:* relaxed; *inherit:* to get something after a person no longer needs it; *possessions:* belongings; *stranger:* someone unknown; *wonder:* to show an interest in knowing; *combination:* two or more things put together; *dimension:* measurement of an area; *express:* to speak about; *proportion:* the relationship of one part to another in size and shape

Academic Vocabulary
inference: a guess based on evidence; *dialogue:* a conversation between two people; *transition:* a change from one condition to another; *speculate:* to guess

Reading Strategies
to understand the relationships between the characters better; you understand why they believe certain things

Text Genres
play; informational text

Reading Comprehension
the story of a girl who goes into hiding with her family during World War II; the relationship between mathematics and art

Spelling
don't, won't, haven't

Writing Conventions
nouns, pronouns, verbs, adverbs, and adjectives

Literary Element
words in the play that are not spoken; they tell actors what to do

Listening and Speaking
first, second, next, last; How do you do that? What do you do next? Did I miss something? What did I leave out?

Vocabulary Development
An idiom is a phrase that does not literally mean what it says; "It's all Greek to me."

Grammar
simple past— to express an action that was completed in the past; simple present— to express a habitual or routine action, a fact or general truth; simple future— to express future actions

Writing Support: Spelling
learns, learned; bakes, baked; washes, washed; carries, carried

Progress Check

MILESTONES TRACKER

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **advantage, comfortable, inherit, stranger, wonder**	74
	• **combination, dimension, express, proportion**	86
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **inference, dialogue**	75
	• **transition, speculate**	84
Reading Strategies	Why is it helpful to make **inferences** about the **dialogue** in a play?	75
	What can you learn when you analyze the author's **viewpoint**?	87
Text Genres	What is the text genre of "The Diary of Anne Frank"?	76
	What is the text genre of "The Golden Rectangle"?	87
Reading Comprehension	What is "The Diary of Anne Frank" about?	85
	What is "The Golden Rectangle" about?	91
Spelling	Write contractions for the following word combinations: **do not, will not, have not**.	91
Writing Conventions	Which words are always capitalized in a title?	91
Literary Element	What are **stage directions**?	85
Listening and Speaking	**Phrases for Conversation**	92
	What words can you use to make a **transition**? What clarifying questions can you ask about a procedure?	
Vocabulary Development	What is an **idiom**? Give an example of an idiom.	93
Grammar	What are the three **simple tenses**? When do you use each?	94
Writing Support: Spelling	Spell the simple present (3rd person singular) and the simple past forms of: learn, bake, wash, carry.	97

Assessment Practice

Read this scene. Then answer Questions 1 through 4.

The Talent Show

CHARACTERS—Max and Emma
SCENE 1—Cafeteria, Sunville Middle School
EMMA: Max! Hi! Mr. Sosa says our band can play in the talent show!
MAX: Cool! I'll tell Felipe to meet us in the gym after school for a practice.
EMMA: Umm. I wonder if it's a good idea to have Felipe in our band...
MAX: *(with his mouth full)* Of course it is! He's really good at the keyboard.
EMMA: Really? He seems more interested in math than anything else.
MAX: Well, he says math and music are connected. He says that learning to read music and playing keyboard is like learning math formulas.
EMMA: Then I'm sure he's good at music, too. With Felipe on keyboard, we'll really have an advantage over the other groups.

1 **Read the following sentence.**

> With Felipe on keyboard, we'll really have an advantage over the other groups.

What does the word advantage mean in this sentence?

- **A** measurement
- **B** big change
- **C** conversation
- **D** greater ability

2 **Why does Emma wonder if it is a good idea to have Felipe in the band?**

- **A** She's not sure if Felipe is good at music.
- **B** She thinks Felipe doesn't have time to practice.
- **C** She's imagining what songs Felipe likes to play.
- **D** She thinks Felipe will help them win.

3 **Which line gives stage directions?**

- **A** SCENE 1—Cafeteria, Sunville Middle School
- **B** MAX: *(with his mouth full)*
- **C** EMMA: Umm.
- **D** CHARACTERS—Max and Emma

4 **What is the text genre of this passage?**

- **A** a short story
- **B** a folktale
- **C** a play
- **D** an informational text

Writing on Demand: Descriptive Paragraph

Write the first scene of a play about a relationship. Think of a relationship that is important to you. Then write the dialogue for a scene about the relationship. Include characters, setting, and stage directions. **(20 minutes)**

Writing Tip
Try reading the scene aloud several times to make sure the dialogue sounds natural.

Study Skill

Taking Notes During Class ***Say:*** *Listen for words that tell you that I am saying something important, something you should write down. If I say, "The most important point is..." or "Remember that..." I encourage you to write the information down.*

Be sure to take notes about anything that I say more than once. Also include information that I write on the board.

You do not need to write complete sentences. You can use abbreviations for words. This will help you write more quickly. You can put a question mark next to anything in your notes that you do not understand. Later, you can ask me to explain what you did not understand.

Remember to write carefully. You need to be able to read your notes later!

Unit 2 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 2, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 2, Chapter 1 Quiz
- **Milestones Tracker:** Unit 2, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies
Say: *When you answer a multiple-choice question, be sure to read all the possible answers before marking your choice.*

Reading Fluency

Use Pace and Expression to Read a Dialogue "The Talent Show"

Answers
1. D
2. A
3. B
4. C

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write, 5 minutes to revise and edit
- **Read and interpret the writing prompt** Remind students to look for the important words in the writing prompt. Important words tell about the subject and the directions of the play. ***Ask:*** *Which words give you clues about the subject?* (relationship, important). ***Say:*** *Check the important words as you write. Make sure you are not forgetting anything.*
- **Organize quickly** ***Say:*** *Think about a conversation you had recently. Write the conversation down. Then add the stage directions, setting, and character information.*
- **Revise** ***Say:*** *Look back at the prompt. Make sure that you have included everything. Add other details when you revise.*
- **Edit** ***Say:*** *Be sure that every sentence starts with a capital letter and ends with a period, question mark, or exclamation point.* Also remind students to use the correct verb tense. Guide students to use reference books if needed.

Objectives

Reading Strategy

Say: *To summarize, just go over the main points of a topic. For example, I am thinking about what I did last night. I won't tell you every detail. I will summarize: I spent the evening at home.*
Say: *The* setting *of a story is where it takes place.* ***Ask:*** *What was the setting of the story I just told?* (my home)

Listening and Speaking

Say: Talk a mile-a-minute *means to talk very quickly. You and a partner will guess terms from the readings in this chapter by giving clues to each other very quickly.*

Grammar

Say: *In this chapter, we'll learn about* compound sentences. *Compound sentences use the words* and, or, *and* but. *We'll also learn about how subjects and verbs must agree.*

Academic Vocabulary

Have students work in pairs to find synonyms for *summarize, compare,* and *conclusion.*
Say: *These are academic vocabulary words we will practice in Chapter 2.*

Informal Pre-Assessment

Write the following sentences on the board. Have students fill in the missing vocabulary word.

1. I have made up my mind. I have come to a _____. (conclusion)
2. I will _____ what I did last summer. (summarize)
3. Can you _____ the two choices for me? (compare)

Formal Pre-Assessment

Select items from the **Assessment Program or the Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preteach ***Say:*** *A citizen is someone who lives in a country. Citizens have a relationship with their country. Citizens obey laws. A country protects its citizens.*

About the Reading

Understand literary context Explain that the first reading is from a Social Studies textbook.
Interpret the Image ***Ask:*** *Look at the picture. Do you think this reading is about the present or the past?* (the past. There is a knight in the picture, and they are from long ago.)

CHAPTER 2

Objectives

Reading Strategies
Summarize; Picture a setting

Listening and Speaking
Talk a mile-a-minute

Grammar
Use compound sentences; Use subject-verb agreement

Writing
Autobiography: Write a personal narrative

Academic Vocabulary

summarize | compare
conclusion

Academic Content

The Roman Empire and Charlemagne
Feudalism in the Middle Ages
Map of Israel

Chapter Focus Question
In what ways do people from different time periods and cultures have similar relationships?

Reading 1 **Content:** Social Studies
Informational text: Social studies textbook (excerpt)
Feudalism: A System for Living

Reading 2 **Literature**
Novel (excerpt)
FRIENDS
by Noami Shihab Nye

Feudalism: A System for Living

About the Reading

You are going to read an informational text from a social studies textbook. The reading explains feudalism, a system for living that Europeans used long ago. In this system, people exchanged land for protection and services.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Explain to students that the government provides services. A government protects people, it keeps them safe, it keeps the city clean, and it makes rules for people to follow. Have students work in pairs to create a list of government services. The police and libraries are two examples already in the chart.

Extension

Ask students to use an Internet search engine to find information on feudalism during the Middle Ages. Have them look for information about home, clothing, work, and town life during feudal times. Explain that Web sites ending in *.org* and *.edu* usually have the most reliable information. They are created by universities and organizations. Have students present their findings in small groups.

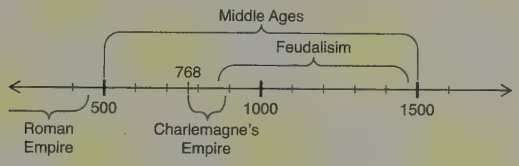
Build Background

The Development of Feudalism

Feudalism developed in Europe during the Middle Ages, which lasted from about A.D. 500 to A.D. 1500. Before the Middle Ages, most of Western Europe was protected by the mighty Roman Empire. But over time, the Empire became weaker. People from other lands attacked the Roman Empire and the lands and people it once protected. These invaders took control of many parts of Europe.

One group of invaders settled in an area that is now the country of France. In 768, Charlemagne became king of that area. He created a large empire, which included most of Western Europe. Like the Roman Empire, Charlemagne's empire protected its lands and people.

Charlemagne's empire soon became weak. By the end of the 800s, new invaders attacked Europe. The people of Europe needed protection, so they formed a new system of government—feudalism. Feudalism provided the protection that European communities needed during the Middle Ages.



Use Prior Knowledge

Identify Government Services

Feudalism provided the protection and services that European people and communities needed at that time. Our system of government also provides protection and services for its people and communities.

What kinds of services does our government provide?

1. Work with a group. Copy the web.
2. Write **government services** in the center circle. Write different types of government services in the other circles.
3. Share your web with the class.



Social Studies Connection

Pose relevant questions Remind students that under feudalism, most people were not permitted to leave the village where they lived. ***Say:*** *Imagine that you have the chance to ask someone who lived in one of these villages what life was like for them.* Have them prepare a brief list of questions to ask a villager who lived under feudalism. After students read Reading 1, have them return to this activity and write responses to their questions based on what they learned.

Math Connection

Connect and apply skills Have students look at the time line on page 101. Have them complete simple math problems to reinforce their understanding of Feudalism's development.

1. How many years ago did the Middle Ages begin? ([current year]–500)
2. How long did the Middle Ages last? (1,500–500 = 1,000 years)
3. How long did Feudalism last? (1,500–800 = 700 years)

Say: *Sometimes a form of government no longer works for the people that it serves. When that happens, a new kind of government is formed.*

Build Background

The Development of Feudalism

Teacher Resources: Graphic Organizers: Chronological Order

- **Pre-assess** Determine what students already know about the Middle Ages. ***Ask:*** *Have you ever seen a knight? Knights were soldiers in the Middle Ages. They kept people safe.* ***Ask:*** *What else do you know about the Middle Ages?* (Sample answers: Some people were farmers. They rode horses.)
- **Teach** Use the **Chronological Order** graphic organizer to explain how the Middle Ages got its name. Write: Ancient Times, Middle Ages, and Modern Times from top to bottom. ***Say:*** *The period of time before the Middle Ages is called Ancient Times. The period of time after the Middle Ages is called Modern times. Notice that the Middle Ages came between Ancient Times and Modern Times.* ***Ask:*** *How do you think the Middle Ages got their name?* (They are between, or in the middle of, Ancient Times and Modern Times.)

Reading Fluency

Repeated Reading Reading Strategy

Use Prior Knowledge

Identify Government Services

- **Prepare** ***Say:*** *A service is something that one person does for another. When I teach you, I am giving you a service—I am helping you learn.* ***Ask:*** *Why do you think the government provides services?* (Possible answers: to keep people safe and healthy, to help poor and sick people)

Sample Answers

Answers may include: parks, schools (public schools, state colleges and universities), community centers, recreational programs, firefighters, street cleaning, garbage pickup, building roads, etc.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

agreement *(consent, permission, accord, harmony)*
depend *(confide, lean, rely, trust)*
loyal *(faithful, constant, dependable, devoted)*
power *(authority, strength, ability, capacity)*
supervise *(administer, boss, manage, oversee)*

Have students use **Word Squares**. ***Say:*** *In a word square, you write a vocabulary word in the upper left box. In the upper right box, you write a definition. In the lower left box, you use the word in a sentence. And in the lower right box, you draw a picture of the word.*

- **Vocabulary development** ***Ask:*** *Can you see the word* agree *inside the word* agreement*?* ***Say:*** Agree *is the* root *of the word* agreement. -ment *is a* suffix. Agree *is a verb. The word* agreement *is a noun.*
- **Identify prefixes and suffixes** Have students identify the prefix in the word *supervise* (super-). *Super* means *over* and *vise* means *see.* A supervisor oversees other people.
- **Paired discussion** Have students work in pairs to determine the meaning of each word used in context.

Practice Vocabulary Sample Answers

1. Yes; because if a friend is loyal, that means this person will always be your friend.
2. Yes; because if you supervise someone, you have the power to ask them to do things.
3. Teachers agree to help students learn. Students agree to do their best and behave.

Use Vocabulary Independently Answers

a. the president of the U.S.; This person has the power to make decisions for the country.
b. my friend, Melanie; She is loyal because she always sticks up for me.
c. a teacher; A teacher supervises the students in many ways (are they learning, are they behaving, etc.).
d. my brother; We have an agreement to ask before we use each other's things.
e. a baby; A baby needs older people to feed, clothe, and protect it.

Checkpoint Sample Answer

In a good school, the students and teachers have an agreement. The students do their best to learn. The teachers do their best to teach the students and supervise them. The students are loyal friends to each other. They depend on their teachers for help. The principal uses his or her power to make the school a wonderful place to learn.

Before Reading 1

Key Vocabulary
agreement
depend
loyal
power
supervise

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to determine the meaning of the word.

1. I have an **agreement** with my parents. They will let me go to the concert, but I must be home by 11:00 PM.
2. Mr. Ali **depends** on a map whenever he drives. Without the map, he gets lost.
3. Miguel is a **loyal** friend. He has been my friend since we were young, and he will still be my friend when we are old.
4. My aunt is a manager. She has the **power** to hire new workers and give people raises.
5. Mrs. Khan **supervises** the children at the park. She makes sure they play safely.

Practice Vocabulary Discuss the questions with a partner.

1. Can you **depend** on a **loyal** friend? Why or why not?
2. Does a person who **supervises** other people have **power**? Why or why not?
3. Do teachers and students have an **agreement**? Explain.

Use Vocabulary Independently Connect each Key Vocabulary word to a person. Then explain the connection.

Name someone who...

a. has a lot of **power**. Describe the kind of **power** this person has.
b. is a **loyal** friend. Explain how this person is **loyal**.
c. **supervises** others. Explain the things this person does to **supervise**.
d. has an **agreement** with you. Describe the **agreement**.
e. **depends** on others. Explain how this person **depends** on others.

Checkpoint
Describe your idea of a good school. Use as many Key Vocabulary words as you can.

Vocabulary Log | Workbook page 89 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students work in pairs to find each vocabulary word in the dictionary. Students should make a chart with four columns: Word, Part of Speech, Definition, and Picture. Students should fill in the columns. Model the process on the board using the first word, *agreement.* ***Say:*** *I look up* agreement *and see that it is a* noun. *That is its part of speech. I write the definition in the third column. Finally, I draw a picture of people making an agreement.* Draw a picture of two people shaking hands.

Extension

Have students use a thesaurus to find antonyms, or opposites, for each of the vocabulary words. Have them replace the vocabulary word in each of the Learn Vocabulary sentences with antonyms. They will have to change the sentence so that the antonym makes sense. ***Say:*** *The word* disagreement *is an antonym for the word* agreement. *I write* "I am having a **disagreement** with my parents. They will not let me go to the concert because I will be home after 11 pm." ***Say:*** *I changed the sentence so that it makes sense with the antonym.*

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
summarize *verb*	to tell the main events or main ideas in a few words	Victoria **summarized** her speech by giving the main points.	

Draw a picture and write a sentence for the word.

Reading Strategy

Summarize

When you **summarize,** you use your own words to retell the main ideas of something you have read or heard. A summary is a shorter version of the original text. **Summarizing** helps you to understand and remember a reading.

As you read, look for **main idea words,** words that will help you to recall main events or ideas. Try to identify key facts and names. Also look for key terms. Key terms often appear in **boldface** type or in subheadings.

As you read "Feudalism: A System for Living," try to **summarize** each section.

1. Copy the Sum It Up! sheet.
2. Read each section under a main heading. As you read the section, try to identify main idea words. List these main idea words on the Sum It Up! sheet. These words will help you remember what is important.
3. After you read, you will use your main idea words to help you write a summary of the reading.

Sum It Up!

Main Idea Words: (paragraphs 4–10)	Main Idea Words: (paragraphs 11–17)
Feudalism	*manor*
power	

Checkpoint

1. **Summarize** how to use the reading strategy.
2. What are key terms? How do you find them in a reading?


Vocabulary Log


Workbook page 90


Independent Practice CD-ROM/Online

Home Connection

Give summaries Have students ask their family members who are powerful people in their community. Have them ask what each person does and why their position in the community is powerful. Tell them to take notes. During the next class, have them give a summary of the information to a partner.

Writing Strategies

Establish a purpose ***Ask:*** *How is a summary helpful? What does a summary tell us?* (It helps us to understand what we are reading; to find the most important information; to focus on key concepts and words.) ***Ask:*** *What do you want to include in your summary?* (key words and key ideas) ***Ask:*** *What do you want to leave out of your summary? Why?* (Leave out details because a summary should be short and only about the most important ideas and information.)

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

summarize *(review, go over, retell, organize)*

Have students use a **Word Square.** After they've completed it, have them share their squares with a partner.

Preteach Help students understand the meaning of *summarize.* Begin by reading the first paragraph of the Reading Strategy. Then, write this sentence on the board: "To summarize, write the most important ideas and leave out the details." ***Ask:*** *What word describes the sentence we just wrote?* (It is a summary.) ***Say:*** *A summary includes the most important ideas without going into detail.* ***Ask:*** *What does this summary leave out?* (Answers will vary, but can be found in the first paragraph of the Reading Strategy.)

Reading Strategy

Summarize

Ask: *How does the picture in the Reading Strategy box match the sample sentence?* (The sentence talks about a girl and the main points of her speech. The picture contains a girl and she is pointing to the main points listed on her chart.) Have students complete the exercise.

Reading Fluency

Paired Reading Reading Strategy

Checkpoint Sample Answer

1. Read each section of the reading and list the main idea words for that section. Then use the main idea words to write a summary.
2. Key terms are words that are important to understanding a reading selection. They usually appear in boldface type or in subheadings.

Text Genre

Informational Text: Social Studies Textbook

- **Preteach vocabulary:** The word *social* is used to describe things that are part of a community. ***Say:*** Social studies *is the subject that teaches about living in a community.*
- **Pre-assess** What do students already know about textbooks? ***Ask:*** *In what classes do you use textbooks?* (Sample answers: math, science, history, English)
- **Teacher model** Read aloud each type of textbook feature in the chart. Then, turn to page 103 and identify an example of a heading and a subheading in this book. ***Say:*** *On page 103, the heading* Academic Vocabulary *is bigger. It comes before the subheading* Vocabulary for the Reading Strategy. Repeat this process for each feature in the chart.

Reading Focus Questions

Preview Ask a volunteer to read the Reading Focus Questions aloud. Ask students to keep the questions in mind as they read.

Reading Focus Answers

1. Feudalism is about relationships people had with each other during the Middle Ages. Feudalism was built around these relationships.
2. to explain the social and political situation during the feudal period in European history
3. because it is part of the agreement between the members of the society; everyone in a feudal society needs to keep their part of the agreement for feudalism to work and for everyone to benefit

Checkpoint Answer

Sample answer: a key term is a special vocabulary word that is important; a heading and a subheading show the order that information in the section is presented

Before Reading 1

Text Genre

Informational Text: Social Studies Textbook

"Feudalism: A System for Living" is a section from a **social studies textbook**. A **textbook** is a book about a particular subject, such as social studies, that is used by students for study in a class. The purpose of a textbook is to teach students about a specific content area. Authors of social studies textbooks often want students to connect ideas across time, or from the past to the present.

As you read, look for these textbook features.

Social Studies Textbook

headings and subheadings	the topics of sections; the headings show the order that information in the section is presented; main headings are usually larger in size and have a more general topic than subheadings, which are often smaller and have a more specific topic
key terms	special vocabulary that is important to the topic; key terms sometimes appear in **bold** or *italic* type
special features before and after the text content	• before: questions and lists of key terms to prepare you to read the text content • after: questions and activities that help you show your understanding of the text content
sidebars and pull-out boxes	text and graphics that help you make connections; sometimes the features connect to other content areas, such as reading or technology

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Relationships"?
2. What do you think was the author's purpose for writing about feudalism?
3. Why is loyalty important to relationships in feudalism?

Checkpoint

Describe two features of a **social studies textbook**.

Workbook page 91
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Have pairs find each feature in the chart in the contents of page 104. They should document their work in a three-column chart with the following headings: Text Feature, Example, Purpose. Remind them to state the purpose of each feature in their own words.

Extension

Have students research another social studies topic related to the Middle Ages. Write a three-paragraph informative report on the topic. Have them format, or arrange, their report so that it has each of the text features in the chart. Have students trade papers with a partner to review their features. Partners can make suggestions to improve the text features. For example, revising the wording of the headings or adding more boldface terms.

Reading 1
Content
Social Studies

Feudalism: A System for Living

BEFORE YOU READ

Reach Into Your Background
Have you ever ridden a local bus? Have you used public parks? If so, you have used services provided by your local government. Do you think your community does a good job providing services that people need? Why or why not?

Questions to Explore
1. How did feudalism protect people during the dangerous times of the early Middle Ages?
2. What was life like on a medieval manor?

Key Terms
Middle Ages
medieval
feudalism
vassal
manor
self-sufficient
serf

1 *As darkness fell, a young man prepared for a special ceremony. The next day he would stop being a squire, or knight-in-training, and become a real* ***knight****. It was a big step up in life.*

2 *The squire put on a white tunic and red and black cloaks. Then he walked to the church, where he spent the night alone, praying. The next morning he entered the castle courtyard, where knights and* ***ladies*** *had gathered. His* ***lord*** *presented him with his sword, spurs, and shield. The squire knelt. Then he felt the lord's sword lightly tap him on each shoulder. "In the name of God, Saint Michael, and Saint George, I call you a knight," declared the lord. "Be* ***loyal****, brave, and* ***true****."*

▼ This picture shows a squire being knighted. He receives his sword and other weapons from his lord



3 *The young man had become a knight, an important person in European society. Before all else, a knight was expected to be* ***loyal*** *and true to the lord who* ***knighted*** *him. His lord, in turn, was* ***loyal*** *to a more powerful lord. That lord might be* ***loyal*** *to a king. A thousand years ago, governments in Europe* ***depended*** *on each person's loyalty to those who had more land and* ***wealth****. Each knight and lord was also supposed to watch over the people in his care, who were less powerful.*

knight gentleman who, hundreds of years ago, was a soldier on horseback in the service of another noble or a king
ladies women with a high position in feudal society
lord man who owns land or property in feudal society
true faithful, loyal
knighted gave (someone) the title of a knight
wealth a large amount of money and property (objects or land owned by someone)

Build Your Knowledge

The word *true* is a **multiple-meaning word**. It means *correct* or *real*, but it also means *faithful* or *loyal*. Figure out the meaning of *true* in this sentence: My answer is true.

Reading Strategy

Summarize How does a squire become a knight?

Reading Check

1. **Recall details** What did governments in Europe **depend** on a thousand years ago?
2. **Understand genre feature** How does the Before You Read section above help prepare you to read the text?
3. **Recognize author's purpose** The author tells a story about a squire who becomes a knight. What is the author's purpose for telling the story?

Read the Selection

CD 1, Track 9 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: Graphic Organizers: Chronological Order

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Tell students that the Key Vocabulary words are highlighted throughout the reading. These words will help them with their Sum It Up! charts.
- **Reading Aloud** Read page 105 aloud while students follow along in their own text.
- **Interpret the image** ***Ask:*** *What is the squire wearing?* (It looks like a suit of armor.) *How do you know?* (The text tells us that the squire knelt when he was knighted. The person kneeling in the image is wearing a suit of armor.)
- **Vocabulary development** Remind students that today, the word *lady* means a woman. Explain to them that in the Middle Ages, on the other hand, it was a title similar to Miss or Mrs.

Reading Fluency

CD Assisted Reading "Feudalism: A System for Living," paragraphs 1–2

Reading Strategy

Apply Explain that the selection is a story. It also tells the steps to becoming a knight. Use the **Chronological Order** graphic organizer to answer the Reading Strategy question. Have students take turns reading the passage aloud. Stop at the end of each paragraph. Fill in the organizer.

Reading Strategy Answer
He puts on special clothing. He spends the night praying. There is a special ceremony where his lord makes him a knight.

Reading Check Answers
1. each person's loyalty to those who had more land and wealth
2. It helps you think of knowledge you already have; it gives you questions to answer as you read; it lists key words you might not know
3. to motivate and engage the reader

Cultural Connection

Connect to prior knowledge Review the meaning of the word *ceremony* (a celebration of a special event) ***Ask:*** *What is a type of ceremony we have today? Why do you think graduations and weddings involve special ceremeonies?* (They are important events; they mark a new part of life.) Compare and contrast that ceremony to the ceremony described by the knight in the reading. ***Say:*** *When a person takes part in a ceremony, they end one part of their life and begin another part. The young man stops being a squire and starts being a knight.* Invite students to talk about important ceremonies in other cultures.

Classroom Management

Apply knowledge of words To help students learn new words in the text, give each student a blank overhead transparency. Have them write their names in permanent marker at the top. Students can place their transparency over the book as they read. Have them use an erasable yellow marker to highlight words they do not know. After reading, place students' transparencies over your own text to see what words are giving them trouble. Then wipe them off and begin anew.

Read the Selection

- **Preteach vocabulary** *Feudalism* is a type of government from the Middle Ages. The king gave land to his lords. The lords let people live on the land in exchange for working on it. He was responsible for keeping the people safe.
- **Prereading** Write the following words on the board and then define them: *fiercest* (most violent), *solemn* (serious), *swore* (promised).
- **Page, paragraph, or pass** Have students read sections of page 106 out loud. Students who are most comfortable reading aloud can read the entire page. Other students may read a paragraph, or pass and not read at all.
- **Interpret the image** Look at the graphic organizer. ***Ask:*** *Which group is at the top of the pyramid? At the bottom? Which group do you think is the most powerful?* (the group at the top) ***Say:*** *Look at the size of each row. Which row has the most people?* (the bottom) ***Say:*** *Peasants were the biggest group of people in feudal times. They also had the least power.*

Reading Strategy

Identify key features A key word is an important word. Key words might appear many times in a text. They might appear only once. Key words reveal important information. The reading strategy question asks for key *characteristics*. The word is plural, which means there is more than one.

Reading Strategy Answer
Feudalism is a system in which people with land (lords) allow others (vassals) to use their land. The lords promise to protect the vassals and treat them with honor. The vassals promise to be loyal to their lord. They also promise to follow his laws and to fight for him.

Build Your Knowledge

Learning a word's **derivation**, or how a word is formed, helps you figure out its meaning. Words can be formed by adding a **suffix**, or a word ending. The Greek suffix **-ism** changes words to nouns and means *an act of, a state of,* or *a belief in*. Be sure to spell suffixes correctly as you write.

Use the meaning **-ism** to figure out the meaning of *feudalism*. Figure out the meaning of *cubism* in this sentence: *Cubism affected Piet Mondrian's art style.*

Reading Strategy

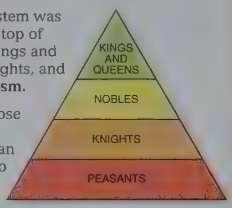
Summarize What are the key characteristics of feudalism?

Feudalism: A Basis for Government

Perhaps the fiercest attacks against Charlemagne's empire were made by the Vikings. These tough warriors came from northern Europe, where Denmark, Sweden, and Norway are now. Their attacks began around 800 and continued for about 300 years. Relying on surprise, the Vikings **looted** towns and murdered the people living in them. The people of Europe had to find a way to defend themselves against the Vikings. Slowly they worked out a new system of government that could protect small towns and entire kingdoms.


▲ Viking ship from medieval times

Creating Order The **medieval** power system was constructed like a pyramid. The people at the top of the system had the most **power**. They were kings and queens. Next in **power** were **nobles**, then knights, and finally **peasants**. This system is called **feudalism**.



In medieval Europe, **power** belonged to those who controlled the land. A landowner gave a share of land, called a *fief* (feef), to another man who promised to be **loyal** to the landowner, to follow his laws, and to fight for him. In this system, the landowner was called a lord, and the man who promised to be **loyal** to him was his **vassal**. A vassal could also be a lord. However, he had much less **power** than the great lord to whom he swore loyalty.

The **agreement** between lord and vassal was begun in a solemn ceremony. Like a new knight, the vassal knelt before the lord and swore to be **loyal**. The lord, in turn, promised to treat the vassal with honor. Then the lord gave the vassal a handful of dirt or some other **symbol** of the fief he was to receive.

looted robbed, stole from
medieval relating to the Middle Ages
nobles people who have a high social position
peasants farmers who live and work on a small piece of land
vassal person protected by a feudal lord in exchange for services and loyalty
symbol sign of something important or meaningful

Differentiated Instruction • Reading Comprehension

Scaffolding

Students should practice building their Sum It Up! charts. Begin reading the selection aloud. As you read, have students list key words. Words that appear more than once are not always key words. Sometimes students will write down words that do not turn out to be key words. That is okay. Have students revise their lists as you read.

Extension

Have students use a **Venn Diagram** graphic organizer to compare and contrast lords and vassals. Tell students to label the circles *Lords*, *Both*, and *Vassals*. For example, both lords and vassals were nobles, but lords were more powerful than vassals. Students should fill in with information from the text. Tell students to use their diagrams to write three paragraphs. They should compare and contrast lords and vassals.

Read the Selection

- **Lifting sentences** After reading, have students copy sentences from the text that talk about key events. They can use these sentences to form a summary.
- **Vocabulary development** Preview some words in the selection. Write the following words on the board: *chief, necessary.* Discuss what students think the words mean. (*Chief* is an adjective meaning *main*, and *necessary* is an adjective meaning *needed.*)
- **Interpret the image** ***Ask:*** *How can you tell who is the noble and who are the workmen?* (clothing: noble is in fancy robes; activity: the workmen are digging and appear tired)
- **Spelling preview** Students will learn about spelling words with silent letters on workbook page 98. Preview this skill by pointing out the words *fighting* and *often* (paragraph 10) and *might* (paragraph 11). ***Ask:*** *What letters are silent in these words?* (gh, t, gh)

Reading Strategy

Identify ***Ask:*** *Who served as "lord of the manor" when the men were away?* (noblewomen) Ask students to compare and contrast noblewomen and noblemen.

Reading Strategy Answers
to protect his vassals and their lands; protect and take care of the vassals and their children

Reading Check Answers
1. kings and queens
2. their social class
3. how to manage a household, perform medical tasks, and supervise servants; because she would need those skills when she becomes lady of a household

8 **Feudal Duties** A lord's chief duty was to protect his vassals and their lands. If a vassal with young children died, the lord became the children's protector. The lord also asked his vassals' advice before making laws or going to war.

9 Vassals had other duties besides serving in the lord's army. When the lord called them, they had to appear at a special gathering called the lord's court. They also had to make special payments of money or goods to the lord when his oldest daughter married or when his oldest son became a knight.

10 Women of noble **class** also played an important part in feudal society. Like the men in her family, a noblewoman was often sent to friends or relatives for training. After her training was finished, she took her place as lady of the **household.** She **managed** the household, performed necessary medical tasks, and **supervised** servants. When her husband or father was off fighting, she often served as "lord of the manor."

11 ## Peasants and Manors

A lord might rule over one manor or many. A manor was a large estate that often included a village as well as farmlands **inhabited** by peasants. The manor was very important in the feudal system, since a lord **depended** on the wealth his manor provided.

▼ This medieval painting shows a noble and two workmen who live on a manor. During the Middle Ages, the clothing people wore **depended** on their social class. Peasants could not wear the clothes of a noble



Reading Strategy

Summarize What were the duties of the noble class in a feudal society?

Reading Check

1. **Recall details** Who had the most **power** in a feudal society?
2. **Recall details** In feudal society, what did people's clothing **depend** on?
3. **Infer** What kind of training did the noblewomen receive? Why did noblewomen need that training?

class level in society based on money, education, and family background
household people living together in one home
managed was in charge of, **supervised**
inhabited lived in

Social Studies Connection

Relate to personal experience Have students build a pyramid that describes their family. Tell students to place the most powerful people at the top and to place the least powerful people at the bottom. Remind students that the size of the sections shows the number of people in the group. It is okay to include aunts, uncles, and cousins. They may also include close family friends.

Reteach and Reassess

Reading comprehension Provide students with some self-adhesive notes. As they read, they can write a note to mark where they have found a difficult word or concept. They can put the note next to the difficult word or paragraph. Walk around the room while students are reading and making notes. Look for notes as flags that a student needs help. Help the student without disrupting the rest of the class.

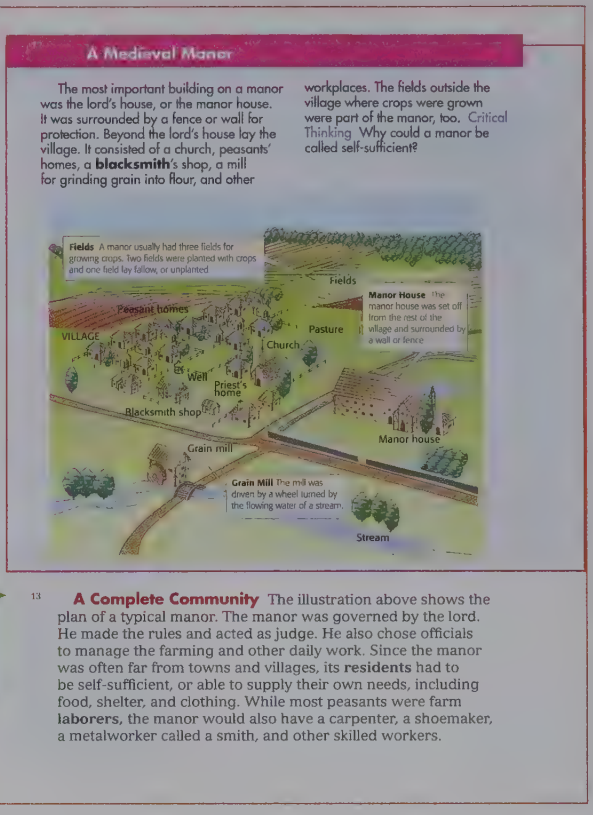
Read the Selection

- **Prereading** ***Ask:*** *What were the duties of a lord?* Have students practice summarizing. Have them reread the paragraph at the bottom of the page. Tell them to make notes as you read the first half of the paragraph aloud. Their notes should answer the question.
- **Silent reading with support** Students should read silently. If they have trouble with a word, they may ask a partner. Students may also stop at certain points and summarize what they've read.
- **Interpret the image** A manor house was surrounded by a fence. ***Ask:*** *Why do you think the manor house had a fence?* (for protection) ***Ask:*** *Can you find the peasants' houses? Why do you think the they were placed near the fields?* (because most of the peasants worked in the fields)
- **Vocabulary development** Write the third sentence above the diagram on the board: "Beyond the lord's house *lay* the village." Underline the verb *lay*. Teach students the difference between the verb "to lie" (a regular verb meaning "to tell something untrue") and the verb "to lay" (an irregular verb meaning "to be located") ***Ask:*** *Which verb is being used in this sentence?* (the irregular verb *lay*—to be located)

Reading Strategy

Use text features Explain to students that they can summarize a diagram just as they can a passage. Have partners identify the most important parts of a manor (the peasants' houses, the manor house, the fields). Then have them identify less important details. Tell students that they will leave out the less important details when they answer the Reading Strategy question.
A summary includes only the most important information.

Reading Strategy Answer
The manor house is the most important part of a manor. There is a village that has peasant homes and workplaces, such as a mill and a blacksmith shop. There are fields outside the village.



A Medieval Manor

The most important building on a manor was the lord's house, or the manor house. It was surrounded by a fence or wall for protection. Beyond the lord's house lay the village. It consisted of a church, peasants' homes, a **blacksmith**'s shop, a mill for grinding grain into flour, and other workplaces. The fields outside the village where crops were grown were part of the manor, too. Critical Thinking Why could a manor be called self-sufficient?

Reading Strategy
Summarize What is the plan of a typical medieval manor?

13 **A Complete Community** The illustration above shows the plan of a typical manor. The manor was governed by the lord. He made the rules and acted as judge. He also chose officials to manage the farming and other daily work. Since the manor was often far from towns and villages, its **residents** had to be self-sufficient, or able to supply their own needs, including food, shelter, and clothing. While most peasants were farm **laborers**, the manor would also have a carpenter, a shoemaker, a metalworker called a smith, and other skilled workers.

blacksmith trained worker who makes and fixes things of iron
residents people who live in a certain area
laborers workers who do unskilled physical work

Differentiated Instruction • Reading Comprehension

Scaffolding

Use a **Three-Column Chart** graphic organizer to summarize the information on this page. Label the columns: Group, Role / Responsibility, Summary. Identify the three groups discussed on this page (lord, resident, laborer). As you read the bottom paragraph aloud, tell students to fill in column 2 with every role and responsibility of the lord. Students should do the same for the residents and laborers. Have students work with a partner and summarize the roles and responsibilities for each group.

Extension

Have students write a journal entry from the viewpoints of two different people on the manor. The first should be a lord or lady. The second should be a peasant. Have them point out that both faced hardships and did well in their positions. Tell students to describe what life was like for both people during feudal times. Students should speak as if they are the person in the role. Have them use first-person pronouns. Also, they should include five-sense details to make their descriptions interesting.

Read the Selection

- **Preteach vocabulary** Teach the difference between *serfs* and *slaves*. A serf was considered to be part of the manor, but could earn freedom. A slave was considered property and thus could not earn freedom.
- **Break-in reading** Ask a volunteer to begin reading aloud on page 109. The other students should follow along silently. When another student raises their hand, that student breaks in and reads along with the first reader. The first reader then stops reading at the end of the sentence. The second reader continues reading aloud until another student breaks in.
- **Interpret the image** Have students read the caption silently as you read it aloud. Then have students point to each activity in the picture as you read its description aloud.
- **Vocabulary development** Have students read the use of the word *free* in the context of paragraph 17. ***Ask:*** *What does the word* free *mean in this paragraph?* (not under the control of anything) *What is another meaning of the word* free*?* (not costing anything)

Reading Fluency

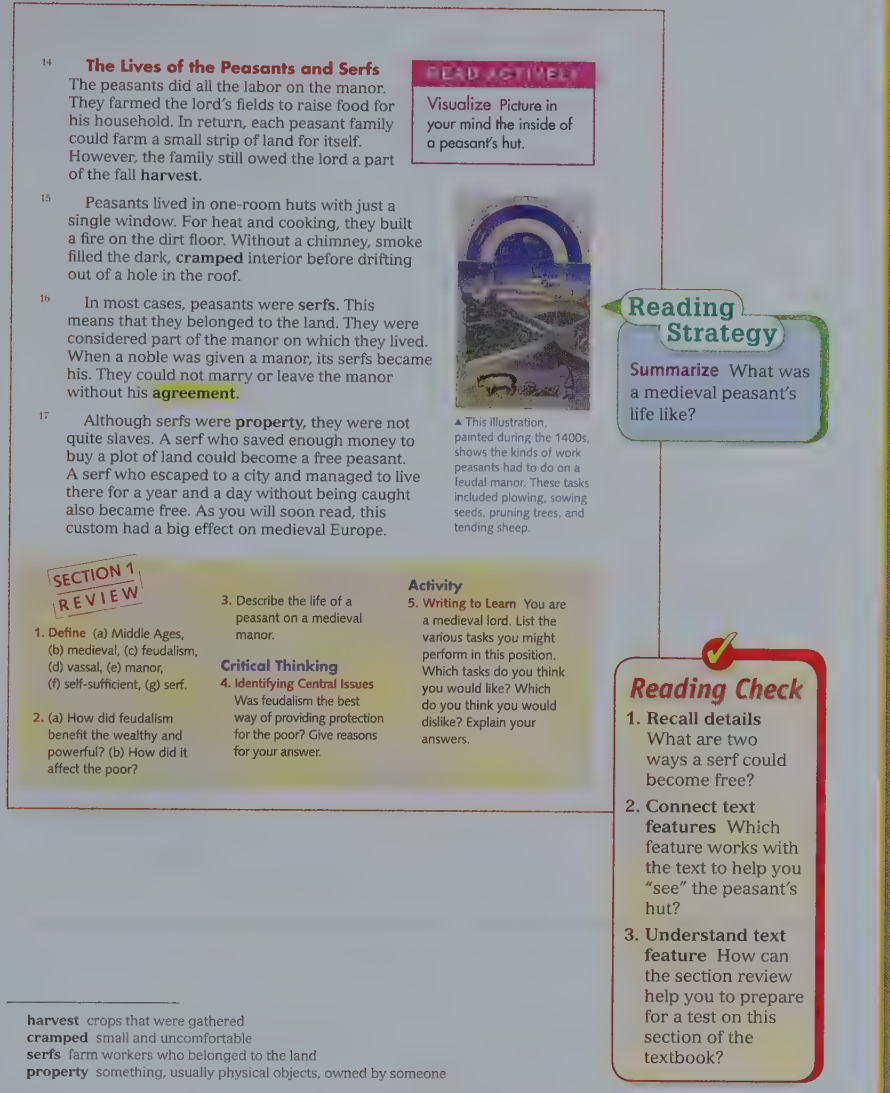
Repeated Reading "Feudalism: A System for Living," paragraphs 14–17

Reading Strategy

Use text features Remind students that they can find key words by looking for words that are in boldface type. The key words can help them to summarize what a medieval peasant's life is like.

Reading Strategy Answer
It was difficult. They had to do a lot of farm work. Their houses were uncomfortable. They didn't have much freedom.

Reading Check Answers
1. by saving enough money to buy a plot of land and by escaping to a city and living there for a year and a day without being caught
2. the "Read Actively" sidebar
3. It reviews the key terms, has questions and tasks about some important points, asks questions that make you think deeper, and asks questions to help you relate to the reading.



14 **The Lives of the Peasants and Serfs**
The peasants did all the labor on the manor. They farmed the lord's fields to raise food for his household. In return, each peasant family could farm a small strip of land for itself. However, the family still owed the lord a part of the fall **harvest**.

READ ACTIVELY
Visualize Picture in your mind the inside of a peasant's hut.

15 Peasants lived in one-room huts with just a single window. For heat and cooking, they built a fire on the dirt floor. Without a chimney, smoke filled the dark, **cramped** interior before drifting out of a hole in the roof.

16 In most cases, peasants were **serfs**. This means that they belonged to the land. They were considered part of the manor on which they lived. When a noble was given a manor, its serfs became his. They could not marry or leave the manor without his **agreement**.

17 Although serfs were **property**, they were not quite slaves. A serf who saved enough money to buy a plot of land could become a free peasant. A serf who escaped to a city and managed to live there for a year and a day without being caught also became free. As you will soon read, this custom had a big effect on medieval Europe.

▲ This illustration, painted during the 1400s, shows the kinds of work peasants had to do on a feudal manor. These tasks included plowing, sowing seeds, pruning trees, and tending sheep.

Reading Strategy
Summarize What was a medieval peasant's life like?

SECTION 1 REVIEW

1. **Define** (a) Middle Ages, (b) medieval, (c) feudalism, (d) vassal, (e) manor, (f) self-sufficient, (g) serf.
2. (a) How did feudalism benefit the wealthy and powerful? (b) How did it affect the poor?
3. Describe the life of a peasant on a medieval manor.

Critical Thinking
4. **Identifying Central Issues** Was feudalism the best way of providing protection for the poor? Give reasons for your answer.

Activity
5. **Writing to Learn** You are a medieval lord. List the various tasks you might perform in this position. Which tasks do you think you would like? Which do you think you would dislike? Explain your answers.

Reading Check
1. **Recall details** What are two ways a serf could become free?
2. **Connect text features** Which feature works with the text to help you "see" the peasant's hut?
3. **Understand text feature** How can the section review help you to prepare for a test on this section of the textbook?

harvest crops that were gathered
cramped small and uncomfortable
serfs farm workers who belonged to the land
property something, usually physical objects, owned by someone

Unit 2 • Chapter 2 **109**

Arts Connection

Define and clarify Have students work in small groups to draw their own diagram of a medieval manor. Students should include the main parts of a manor (water, fields, homes, protection) in their diagrams. They should also add information from the text to make their diagram more detailed. Have students label their diagrams.

Listening and Speaking Strategies

Deliver oral summary Have students reread the Reading Focus Questions on page 104. Have pairs take turns reading the questions to each other. Without looking in their book, students should try to answer them orally. Then, they can check their text to see what they missed. Have students document their answers to help them complete their Sum It Up! charts later.

Apply the Reading Strategy

Summarize

- **Preteach vocabulary** Explain the double meaning of *sum it up* used on this page. One meaning comes from math, meaning *to add up*. In this example, they are adding up the 20 words at 10 cents a word. Tell students that the word *sum* is short for *summarize*. *"Sum it up"* means to summarize the passage.
- **Reading strategy** Tell students to use the main idea words to create their summaries. They should "spend" their 20 words talking about feudalism, power, and the manor.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Two-Column Chart, Vocabulary Log

Word Connections

compare *(balance, collate, ponder, scrutinize)*
conclusion *(outcome, after-effect, consequence, impact)*

Have students complete a **Two-Column Chart.** Ask them to write the vocabulary word in the first column and a sentence using the word in the second column.

- **Preview** Explain that knowing these words will help students understand the Reading Comprehension Questions on page 111.
- **Understand academic vocabulary** Read the explanations and sample sentences with students. Discuss the visual cues. Ask students to compare dogs to cats. Ask them to give examples of conclusions and how they made them.
- **Understand multiple-meaning words** Explain that *conclusion* is often used in the phrase *draw a conclusion.* This phrase means to *form* an opinion based on facts, not to literally *draw* (as in *draw a picture*).

After Reading 1

Apply the Reading Strategy

Summarize

Sum It Up!

Main Idea Words: (paragraphs 4–10)	Main Idea Words: (paragraphs 11–17)
Feudalism	manor
power	

Sum It Up! for $2.00

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now you are ready to complete the reading strategy graphic organizer.

1. Review the Reading Strategy on page 103.
2. Check your Sum It Up! sheet. Did you write down only the important main idea words? Look back at the reading. Make any necessary changes to your list of main idea words.
3. At the bottom of your sheet, write a summary of the reading in one sentence. Use as many main idea words as you can.
4. Imagine that you have $2.00 and each word will cost you 10 cents. See if you can "sum it up," or **summarize** the reading, in 20 words!

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
compare *verb*	to look for the ways two or more things, ideas, or people are alike	Mr. and Mrs. DeSenza **compared** the prices of two packages of meat.	
conclusion *noun*	a judgment or an opinion that you make using information you already know	The lake is frozen. Alfonso draws a **conclusion** that it is very cold outside.	

Draw a picture and write a sentence for each word.

Checkpoint

A boy laughs. Draw a **conclusion.** Compare it with a partner's.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Write the words *the, peasant,* and *manor* on the board. ***Ask:*** *Which of these words is not a key word in the passage?* (the) *But the is used a lot in the passage. Isn't it a key word?* (No; a key word gives you important information about the main idea.) *Which of the other two words is more important?* (manor) *Why?* (More of the information in the passage is about the manor.) ***Say:*** *Key words are about the most important ideas in the passage. They help to summarize the passage.*

Extension

Have students write a summary and a comparison. They should use headings to organize the two parts. They should also underline key words in their papers. They should summarize "Feudalism: A Basis for Government." Then have students compare the reading to "Peasants and Manors." Have students note the differences in tone, style, and purpose of the two selections (the first tells a story; the second is more informative and formal).

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What was the power structure of a feudal society?
2. **Compare** How is a medieval manor like a town today?
3. **Summarize** How were the people in a feudal community loyal to one another?
4. **Draw a conclusion** The graphic on page 108 has pull-out boxes of text that describe the features of a manor. Why do you think the author used pull-out boxes with the graphic?
5. **Predict** Reread paragraph 17 at the end of the reading. What do you think the next section of the chapter will be about? What clues does the author give you?
6. **Make connections** In a feudal society, the lord protected the peasants from invaders. The peasants paid the lord for that protection. In your community, who protects people from harm? Who pays for the cost of that protection?
7. **Revisit the Reading Focus Questions** Go back to page 104 and discuss the questions.

Workbook page 92 Independent Practice CD-ROM/Online

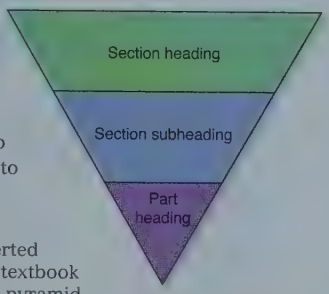
Text Element

Headings

The **headings** in a social studies textbook are often ordered from the most general topics to the most specific topics. The order might look like an inverted pyramid.

The author uses headings to announce the topics that will be covered. Headings give order to a textbook by organizing topics from larger ideas to smaller ideas.

1. Draw two inverted pyramids.
2. Go back through the reading. Complete an inverted pyramid for each of the two subsections of this textbook reading. Beginning from the top of the inverted pyramid, write the headings in order—from general to specific.



Checkpoint

How do **headings** help you understand the organization of a reading?

Workbook page 93 Independent Practice CD-ROM/Online

Social Studies Connection

Connect Have students work in small groups. Ask them to design a mural of a small town today that shows where people work and what they do. For example, there would be a post office and mail carriers, a library and a librarian, etc. Ask them to compare their mural to the drawing on page 108 and discuss the similarities and differences between life today and in the Middle Ages.

Reteach and Reassess

Progress-monitoring assessment Review the strategy of summarizing. ***Say:*** *Everything in a textbook is important information, but we only need to remember the main points. Summarizing what you read is a good way to remember these points.* ***Ask:*** *Summarize why the relationships under feudalism were important.* (Lords received loyalty from vassals and vassals received land from lords; it made for a stable system of government.)

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. Kings and queens were at the top; they had the most power. Lords were next in power, and then knights. Peasants had the least amount of power.

"Think and Search"

2. It is similar because it is divided into areas where people live and work.
3. People depended on each other for protection and services. They had to be loyal to the agreements they made. The lords had power over the vassals. Lords used their power to protect and take care of the vassals and their families. The vassals were loyal to their lords by following their laws and fighting for them. They also appeared at special gatherings and made special payments.

"Author and You"

4. to help students make a connection between the pictures and the text

"On Your Own"

5. The next section will be about peasants moving to cities and cities growing larger as a result, because it says that serfs escaping to cities had a "big effect" on medieval Europe.
6. the police; the people in the community, by paying taxes to the government

Revisit the Reading Focus Questions

7. Answers are found on page 104.

Text Element

Headings

Interpret graphics Guide students in understanding that headings in a textbook are organized from general to specific. ***Ask:*** *Which type of heading announces the most general topic? How can you tell?* (Section headings. They are in the broadest part of the pyramid.) *What can you conclude about part headings?* (They announce the most specific topics.)

Reading Fluency

Reading Words in Chunks Text Element

Text Element Answers

First inverted pyramid, from top to bottom: Feudalism: A System for Living, Feudalism: A Basis for Government, Creating Order / Feudal Duties. Second inverted pyramid, from top to bottom: Feudalism: A System for Living, Peasants and Manors, A Complete Community / The Lives of the Peasants and Serfs

Checkpoint Answer

They show the order of the topics; they show which topics are "big" and which topics are "small"; they show the relationship between topics.

Bridging Readings 1 and 2

Say: "Feudalism: A System for Living" was from a textbook. Textbooks have special elements to help inform you about certain topics. Now you will read a chapter from a novel whose purpose is to entertain.

About the Reading

Vocabulary development Explain that the term *Arab-American* means that the girl's parents are from two different areas: an Arab country and the United States.

Build Background

Israel

- **Relate to personal experience** ***Ask:*** *What can be different about two different cultures?* (the language, food, music, holidays, customs, and traditions)
- **Map skills** Have students locate Israel on a map or globe. As a class, use the map scale to calculate how far Israel is from your town.

Reading Fluency

Choral Reading Build Background

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

abandoned *(deserted, alone, discarded)*
acquaintance *(associate, companion, friend)*
astonished *(astounded, dazed, confused)*
tentatively *(timidly, hesitantly, indecisively)*

Have students use a **Word Web.** Write a vocabulary word in the center circle. Write synonyms in the other circles.

Use context to understand new words

Say: *It is easier to learn a new word if you read it in a sentence. Context clues can help you. Context clues are the words and ideas nearby. For example, in the first sample sentence, the word* quiet *and the phrase* no one lives there *give you clues about the meaning of abandoned.* ***Ask:*** *Can you find context clues in the other sample sentences?* (acquaintances: sometimes; we don't know each other very well; etc.)

Checkpoint Answer

Probably not; I would not know if it was safe.

Before Reading 2

Friends



About the Reading

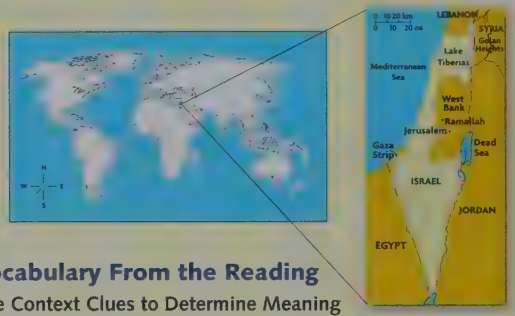
Reading 1: "Feudalism: A System for Living" was about the relationships of people in the Middle Ages who needed protection. Now you are going to read about an Arab-American girl named Liyana who learns a lesson about relationships.

Build Background

Israel

In "Friends," Liyana and her family have recently immigrated to Israel. Israel is a diverse country. Its people come from different cultures and speak different languages, including Hebrew, Arabic, and English. It is only about the size of New Jersey, but it has a rich and diverse geography that includes mountains, valleys, plains, deserts, and fertile lands.





Key Vocabulary

abandoned
acquaintance
astonished
tentatively

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Use the context of the sentences to determine the meaning of the **highlighted** words.

1. The **abandoned** house is very quiet. No one lives there anymore.
2. Mrs. Lima and I are **acquaintances**. Sometimes, we talk at the bus stop, but we don't know each other very well.
3. I was **astonished** when I saw the *Mona Lisa* painting. I was surprised by how small it is.
4. Tanya stepped **tentatively** into the pool because she was afraid the water would be too cold.

Checkpoint

Would you walk into an **abandoned** house? Explain.

Vocabulary Log | Workbook page 94 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students work in pairs. One partner should act out a vocabulary word and the other should guess what the word is. Then have students switch roles. Sometimes they will need to interact with each other. Model the exercise for them by performing an example. Raise your hands in front of your face with a surprised expression. Guide students to guess the word *astonished.*

Extension

Keep the students in the pairs they worked in for Scaffolding. Have them sit back-to-back in chairs. One partner says a vocabulary word. The other student visualizes it in their head. Once they have a clear picture, they should say out loud what they "see." In their oral descriptions, students should use the vocabulary word. Have students take turns until all they've used all the words.

Reading Strategy

Picture a Setting

When you **picture a setting**, you imagine the sights and sounds of the place where a story happens. Picturing the setting helps you relate to and enjoy the story.

As you read "Friends," picture where the characters are.

Text Genre

Novel

A **novel** is a form of **fiction.** Like a short story, a novel tells about the thoughts and feelings of its characters. However, a novel is longer than a short story. It also has a more complex plot.

Look for these features as you read the chapter from the novel *Habibi*.

Novel	
narrator	person who tells a story
plot	series of events in a story
theme	meaning or message of a story

Meet the Author



Naomi Shihab Nye was born in St. Louis, Missouri. Her father is Palestinian, and her mother is American. During her high school years, Nye lived in Ramallah, Jerusalem, and San Antonio, Texas, where she now lives.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Relationships"?
2. What was the author's purpose for writing "Friends"?
3. When do you think of someone as a friend?

Checkpoint

1. How does **picturing a setting** help you to enjoy a story?
2. **Compare** a **novel** with a short story.

Workbook pages 95–96
Independent Practice CD-ROM/Online

Research Connection

Use a card catalog to locate genre features Students should use the card catalog in the school library to find a novel. Tell them to read the summary on the back of the book. They should find out the narrator, the plot, and the theme. (Remind students that a *narrator* is the person who tells the story. The *plot* is the series of events in the story. The *theme* is the meaning or message of the story.) Have students share their information with the class.

Arts Connection

Illustrate vocabulary words in context Have students write one of the sentences from the Vocabulary From the Reading section on one side of a sheet of paper. On the other side, ask them to draw the scene that the sentence describes. Display students' drawings on a bulletin board.

Unit 2 • Chapter 2 Before Reading 2

Reading Strategy

Picture a Setting

- **Preteach multiple-meaning words** Point out that in the phrase "Picture a Setting," the word *picture* is used as a verb. As a verb, *picture* means to visualize or create a mental image.
- **Teacher think aloud** Picture a setting for the class. Use the first sentence in Vocabulary From the Reading. ***Say:*** *It says that the house is quiet. No one lives there. No one visits. I picture a broken-down house. I see broken windows and dirt everywhere. Maybe the grass is overgrown because no one cuts it.* Ask students to add their mental images of the house to yours.

Text Genre

Novel

- **Understand text genre** Tell students that *Habibi* is an autobiographical novel. Explain that an autobiography is the story of a person's life, written by that person. A novel is a made-up story. ***Ask:*** *What do you think an autobiographical novel is?* (a story that is made up, but is based on events from the author's life)
- **Connect text features** As you go over the chart on page 113, ask students to name other novels they have read. Ask them to identify the narrator and theme of the novel.

Meet the Author

Naomi Shihab Nye

Connect author to story In the novel, the main character's father is Palestinian. Her mother is American. ***Ask:*** *Why do you think the author chose to have a character with this background?* (because her own parents have similar backgrounds as the parents in the novel.)

Reading Focus Questions

Preview Ask a volunteer to read the Reading Focus Questions aloud. Ask students to keep the questions in mind as they read.

Reading Focus Questions Answers

1. It explores the difference between an acquaintance and a friend.
2. to entertain, so the reader can enjoy the story
3. Sample answer: when I trust them

Checkpoint Answers

1. Picturing a setting helps you feel like you are there. It helps you enjoy the story.
2. A novel is longer than a short story. The plot is more complex. A novel has chapters, and short stories don't.

Friends, reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division, from *Habibi* by Naomi Shihab Nye. Copyright © 1997 by Naomi Shihab Nye. All rights reserved.
Student Edition pages: 114–116; **Description of change:** Excerpted text from chapter of novel; **Rationale:** Fit, Social Content

Read the Selection

CD 1, Track 10 (optional)
Instructional Routine for Reading page Txxvi
Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Remind students that a dialogue is when two or more characters talk to each other. Dialogue is set apart with quotation marks.
- **Readers theatre** Have students read the story aloud to each other in groups of three. Each reader should choose a role: Liyana, Rafik, or the narrator.
- **Vocabulary development** Tell students that *habibi* is a common Arabic word. ***Say:*** *A* habibi *is a special friend you love. It can mean a boyfriend or girlfriend, a husband or wife, or a relative.* ***Ask:*** *Do you think people from Arabic-speaking countries distinguish between a "friend" and an "acquaintance" Why or why not?* (Yes; they have the word *habibi* for special friends.)

Reading Fluency

Use Punctuation and Type Cues "Friends," paragraphs 1–6

Reading Strategy

Apply ***Say:*** *When you picture a setting, you visualize where the characters in a story are. As I read the first paragraph aloud, I want you to picture the setting.* Read the paragraph aloud. ***Say:*** *Tell me in one or two sentences what you pictured.* (Answers should relate to the contents of the paragraph.)

Reading Strategy Answers
They are in their house, perhaps a bedroom or the kitchen. Rafik is doing his homework at a desk. Liyana is nearby. The author helps you picture the setting by describing the activity Rafik is doing (his homework) and the conversation they have. I use my background knowledge of knowing where I do my own homework.

Reading 2
Literature

FRIENDS

by Naomi Shihab Nye



Prologue

Liyana and her younger brother Rafik, along with their Palestinian father and American mother, have recently moved from St. Louis, Missouri, to Jerusalem. Liyana's father is excited about the move and wants his children to learn about the Arabic side of their heritage. However, moving to another country is a very big change for Liyana, who has grown up in the United States.

1 *How long does a friend take?*

2 One afternoon Rafik was working on definitions for his English vocabulary list and asked Liyana, "When does a person go from being an **acquaintance** to a friend? Where is the line?

3 Liyana said, "Hmmmm. The line. Well, do you have any what-you-would-call-friends here yet?"

Reading Strategy
Picture a Setting
Picture the setting. Where is Rafik? Where is Liyana? How does the author help you to picture where they are? How do you use your own background knowledge to picture where they are?

4 He thought about it "Sure. Well, maybe. This guy Ismael in my class is my friend already. I might have more than that. Don't you?"

5 Liyana said, "Hmmmmm." He hated when she was in this **mood.**

6 Rafik **persisted.** "Could becoming a friend take just a few minutes? So someone would be your **acquaintance** very briefly? Or could you skip that step and go straight to friend? And can it go the other way, too? Like, can you be friends first, then become only **acquaintances** later? If you don't see each other anymore?"

7 Liyana wanted to think her friends back home would always be her friends. She said, "I think friendships are—**irrevocable.** Once you're friends you can't turn back."

mood the way someone feels
persisted continued in the same way
irrevocable cannot be taken back or canceled

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *A* setting *is where a story takes place. For example, last weekend I went to the movies with some friends. The setting was the movie theater. That is where the events took place.* ***Ask:*** *What did you do last weekend?* (Answers will vary.) ***Ask:*** *What was the setting?* (Answers will vary, but should reflect an understanding of the word *setting.*)

Extension

This novel has a narrator, plot, and theme. ***Ask:*** *Who is the narrator?* (a third person who is not involved in the story) *What is the plot?* (Liyana and her brother, Rafik, have just moved to a new place and meet two new friends.) *What is the theme?* (The theme is relationships.)

8 Having seen Imm Janan, their **landlord**'s wife, take the bus toward Ramallah thirty minutes before, they went downstairs to their stony, grassless backyard and **unhinged** the door to the chicken coop for the first time. The chickens stepped out, at first **tentatively**, then wildly, as if they'd been loosed from prison.

9 The hens were so fat, Liyana felt **astonished** they could fly. But one had indeed just taken off, over the whitewashed wall. Rafik and Liyana left the others, **unlatched** the gate, and went running after the **vagrant**.

10 They lost sight of her at the gate to the refugee camp. Liyana thought she had gone inside. "Oh, no!" she wailed. "What if someone catches her and eats her?"

11 But Rafik thought she had passed the camp and was heading toward the runways at the **abandoned** airport. "She thinks she's a jet plane!" he yelled. "She's taking off!"



12 Breathless, they ran around the **perimeter** of the airport, now strung with barbed-wire fences and signs that said NO ENTRY in English, Arabic, and Hebrew. "Do you see her in there?" Liyana called. But they saw only cracked pavement and dust.

13 But then something great happened. Walking back toward home past the refugee camp, Liyana spotted one tall redheaded boy with their chicken cradled in his arms.

Reading Strategy

Picture a Setting
Imagine that you are in the backyard with Rafik and Liyana. What do you see? What do you hear? What words help you to picture this place?

Reading Check

1. **Identify** Who is Imm Janan?
2. **Infer** Why is the NO ENTRY sign written in three languages?
3. **Interpret** What is Liyana's view of friendship?

landlord person who owns land and a house that others rent
unhinged lifted the metal part that keeps the gate closed
unlatched opened the lock
vagrant someone or something that wanders
perimeter outer edge of an area

Unit 2 • Chapter 2
Reading 2: Literature

Read the Selection

- **Preteach vocabulary** Explain that *Imm* is a title that means "mother of" in Arabic. The title *Imm Janan* means "Janan's mother." ***Ask:*** *How would you say "Ben's mother"?* (*Imm Ben*)
- **Readers theatre** Have students read the story aloud to each other in groups of three. Each reader should choose a role: Liyana, Rafik, or the narrator.
- **Interpret the image** ***Ask:*** *What paragraph does the image describe? Explain.* (9; "Rafik and Liyana...went running after the vagrant" matches the image)
- **Grammar preview** In this chapter, students learn about coordinating conjunctions used in compound sentences.

Reading Strategy

Sensory words Have students work in pairs and take turns saying what they see and hear. Have them work together to identify those words that help give them these images.

Reading Strategy Answers
I see a backyard with stones, no grass, no plants. I see a chicken coop with chickens inside. I hear the sound of chickens. The words *stony, grassless,* and *downstairs* helped me picture this setting.

Reading Check Answers
1. their landlord's wife
2. because there are speakers of English, Arabic, and Hebrew living in that area
3. Friendships cannot be taken back or cancelled.

Listening and Speaking Strategies

Identify main ideas of the plot Have students work in pairs. Have them write a short summary of the plot of a movie or book that others will recognize. Suggest that they leave out the names of characters that might give away the answer. Then, have a pair read their descriptions to another pair, and take turns guessing the name of the movie or book.

Writing Connection

Outline student's autobiography Have students outline their own autobiography—as they might write it years from now. ***Ask:*** *Suppose you are 50 years old. What do you want to have done by then? Where do you want to travel? Do you want to have children? What job do you want?* Give students possible choices for heading and subheadings such as: Education, Family, Career, Travel.

Read the Selection

- **Prereading** Point out that Khaled and Nadine speak Arabic fluently and know a little English. Liyana and Rafik, who come from the United States, speak English fluently and know a little Arabic.
- **Readers theatre** Have students read the story aloud to each other in groups of three. Each reader should choose a role: Liyana, Rafik, Khaled, or the narrator. One student will have to play two roles.
- **Interpret the image** ***Ask:*** *Who is the person walking up in the background? How do you know?* (Nadine, Khaled's sister is approaching. She has "puffy red curls," and the image supports that.)
- **Grammar preview** Have students read the last line of the reading. Preview the grammar topic of subject-verb agreement. ***Ask:*** *What subject does the verb* are *agree with in this sentence?* (they *or* Khaled and Nadine)

Reading Strategy

Apply ***Ask:*** *How can we visualize Janan's house when we have never been there?* We can make up what it looks like in our minds from:

1. what we know about Israel
2. what we know about houses
3. the way the author describes the house

Reading Strategy Answer
I see and hear Liyana and Rafik laughing and giggling in the backyard. I see them walking into the house. I see Imm Janan getting off the bus in front of the house. I hear the sound of the bus leaving. The author helps me by using words such as "dissolved in a flurry of giggles" and "stepped off the bus out front with her loaded shopping bags."



14 "Hey!" Liyana called. "Hello! **Marhaba!**"

15 The boy looked up and grinned. He called out something in Arabic that Liyana and Rafik couldn't understand. Then he walked out of the front gate of the camp and said, shyly, "Hello? He is—your bird?"

16 "*She,*" Rafik said. "She is—girl bird."

17 "*Ana Liyana,*" she said, using the Arabic phrase for "I am Liyana" that pleased her, since it echoed so neatly.

18 The boy said "*Ana Khaled.* You speak—Arabic?"

19 Rafik answered, "Not yet. You speak English?"

20 Khaled said, "Maybe."

21 A younger girl with puffy red curls similar to Khaled's ran up to them. Khaled said, "This—Nadine. My—brother."

22 "No—your sister!" said Rafik.

23 The chicken was trying hard to get away again. Khaled seemed happy to hand it to Liyana.

24 "We live in that house." She pointed up the road. "Can you come over sometime and visit us?"

25 Khaled looked at his sister, who looked hopeful. "You are—*Araby?*"

26 This gave Liyana a chance to say her favorite new Arabic phrase. "*Nos-nos.*" Which meant, half-half.

27 Khaled and Nadine liked this a lot. They walked up the road with them, reaching over to pet the chicken as they went.

28 At the back gate to the house, they all shook hands and laughed again.

29 "Come back!" Rafik said to them. "Come over soon!"

30 After Liyana and Rafik had caught the rest of the chickens with great difficulty and latched them inside their pen, they **dissolved** in a flurry of giggles just as Imm Janan stepped off the bus out front with her loaded shopping bags. Liyana said to Rafik, "Khaled and Nadine. They're nice. Now you tell me. Are they **acquaintances** or friends?"

Reading Strategy
Picture a Setting
Imagine that you are at the house when Imm Janan steps off the bus. What do you see? What do you hear? How does the author help you to picture the setting?

marhaba hello, welcome (in Arabic)
dissolved laughed without being able to stop

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding
Tell students that they can use context clues to determine who is speaking in the text.
Say: *Khaled is handing a chicken to Liyana in line 23. In line 25, after the first line of dialogue, it says that "she pointed up the road." So I can draw the conclusion that it is Liyana talking to Khaled.* Read the rest of the dialogue on page 116 aloud. Ask students to identify who is talking. Tell students to think of a different voice for each character as they read.

Extension
Have students write a short essay. They should compare and contrast "Feudalism: A System for Living" and "Friends." They should compare and contrast the readings' genre, purpose, content, and text features. ***Say:*** *Sometimes the reason we compare and contrast is to give an opinion. Include a paragraph in your essay saying which reading you liked better and why.*

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** Describe Khaled. How does he look?
2. **Infer** How do Liyana anf Rafik feel when they see Imm Janan get off the bus? Why might they feel this way?
3. **Compare** In what way is Liyana like Fiona in *Half and Half*?
4. **Evaluate new information** Use the information on page 116 about how the characters' relationship was formed to respond to the ideas and questions about friendship on page 114.
5. **Express an opinion** Is "Friends" a good title for this story? Why or why not?
6. **Relate to your experience** Use your experience to answer the question "How long does a friend take?" Were you ever **astonished** at how quickly you became friends with someone?
7. **Revisit the Reading Focus Questions** Go back to page 113 and discuss the questions.

Workbook page 97 | Independent Practice CD-ROM/Online

Spelling

Words with Silent Letters

Workbook page 98 | Independent Practice CD-ROM/Online

Writing Conventions

Capitalization: Names of Buildings, Works of Art, and Organizations

Workbook page 99 | Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme "Relationships." Use these activities to make connections between the readings.

1. With a partner, use this chart to **compare** the structure of the two readings.

Reading title	What is the text genre?	How do the visuals help you to understand the setting?	What is the purpose of *italic* type?
Feudalism: A System for Living			
FRIENDS			

2. With a partner, ask and answer these questions.
   a. Liyana wonders if Khaled and Nadine are friends or **acquaintances.** How might a feudal lord describe his relationship with a serf? Explain your answer.
   b. What role do animals play in each reading?
   c. **Compare** Imm Janan with a noblewoman. How are they alike? How are they different?
3. **Revisit the Chapter Focus Question** In what ways do people from different time periods and cultures have similar relationships? Use examples from "Feudalism: A System for Living" and "Friends" to answer this question.

Reteach and Reassess

Compare and contrast characters Have students work in small groups and compare one of the characters in "Friends" to the knight on page 105. Students should keep in mind the purpose of each reading and the difference in time period and culture. As an example, ***Say:*** *Friendship was very important to Liyana.* ***Ask:*** *What was important to the knight?* (being loyal) *What does each character value?* (Liyana: friendship; knight: loyalty)

Reading Strategies

Picture a setting Have students fold a sheet of paper in half. On the left side of the paper, they should draw the setting of Reading 1. On the right side, they should draw the setting of Reading 2. On the back of the paper, have students write at least three sentences for each story explaining how the setting is important in each reading.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. tall, with curly red hair

"Think and Search"
2. They think it's funny that so much has happened that she doesn't know about.
3. They are both "half and half"; they both have a younger brother; they both have experiences related to their backgrounds.

"Author and You"
4. On page 114: "When does a person go from being an acquaintance to a friend?" Sample answer: when people share something in common (Liyana and Khaled are Arab) and want to see each other again (Liyana invites him over), then a friendship is born.
5. Sample answer: Yes; the story is about how Liyana and Khaled became friends.

"On Your Own"
6. Answers may vary.

Revisit the Reading Focus Questions
7. See answers on page 113.

Spelling

Words with Silent Letters Students will learn more about words with silent letters on Workbook page 98.

Writing Conventions

Capitalization: Names of Buildings, Works of Art, and Organizations Students will learn more about capitalizing the names of buildings, works of art, and organizations on Workbook page 99.

Connect Readings 1 and 2

Compare and contrast ***Say:*** *"Feudalism: A System for Living" is nonfiction. "Friends" is fiction. Both of these readings are about relationships.*

Sample Answers

1. Feudalism: Social Studies textbook; helps explain the text; for special terms. Friends: novel; helps me relate to the story; for words in a different language
2. a. They are acquaintances because they may not know each other very well. Their relationship is based on what they need from each other.
   b. In "Feudalism," animals do farmwork, and people ride horses; in "Friends," the chicken is the first thing Liyana and Khaled have in common.
   c. They are alike in that they both are married to the man who owns the property. They are different because Imm Janan is not necessarily part of the upper class.
3. We pay taxes to the government the same way vassals had to give the harvest to their lord. In "Friends," Liyana and Khaled "speak" the same language of making friends even though they are from different cultures.

Listening and Speaking

Talk a Mile-a-Minute

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach the activity** Go over the rules before beginning the game. You may also list them on the board and read them aloud as a class. Once the minute is up, everyone must stop talking. Be sure to time students for exactly one minute.
- **Preteach vocabulary** Explain to students that the expression "talk a mile-a-minute" means to talk at a very fast speed.
- **Preteach directions** The clues students use for each word cannot contain parts of the word itself. For example, the clues for *tentatively* should not include the word *tentative.*
- **Vocabulary review** Direct students to different sections of the chapter to make the list of words: Vocabulary From the Reading, glossed words, Progress Check, and the readings themselves.
- **Vocabulary review** Remind students that the word *category* in step 1 was a Key Vocabulary word for the reading *Half and Half* in Unit 1, Chapter 1.
- **Review** Repeat the game. Have students come up with a list of five new terms. Students can switch partners or play in groups.

Reading Fluency

Paired Reading Listening and Speaking, first paragraph

Phrases for Conversation
Making Comparisons

Practice applying the Phrases for Conversation to an easy word such as *happy.* (It means the same as *glad, pleased, cheerful.* It is similar to *joy.* It is like *waking up with a smile on your face.*)

Listening and Speaking



Talk a Mile-a-Minute

You have learned Key Vocabulary words related to the theme "Relationships" from the readings in this chapter. Now play "Talk a Mile-a-Minute" to see how well you learned these terms. Your teacher will give you one minute. You need to give clues to help your partner guess five words from the readings. See how many terms your partner can guess in one minute.

1. Prepare for the activity.
   a. On your own, make a list of terms from the readings.
   b. Choose five terms from your list that you can fit into a category. The category can be specific, such as People on a Feudal Manor. Or it can be general, such as Words to Describe People. Be sure each term fits into the category you choose.
   c. Write a list of clues for each term, such as definitions and synonyms.
2. Play the game with a partner. Take turns giving clues and guessing the terms.
   a. TALKER: Give clues to help your partner guess the five terms. You can say anything about the terms, but you can't use any words from the category title or any rhyming words. Use the Phrases for Conversation to help you. Talk as quickly as you can, but be sure you speak clearly. If your partner has difficulty with a term, skip it. Then come back to it later. Keep talking until your partner identifies all the terms in the category. Remember, you have only one minute!
   b. LISTENER: Listen carefully to your partner's clues. Make connections to words you know. Tell your partner if he or she is speaking too quickly. You must stop after one minute, so try to guess as quickly as you can.
3. Talk with your partner after the game.
   a. Which terms were easy to guess? Which terms were difficult to guess?
   b. What strategies did you use to help your partner correctly guess the terms?
   c. What strategies did you use to identify your partner's terms?

Phrases for Conversation

Making Comparisons

It means the same as . . .
It is similar to . . .
It is like . . .

Differentiated Instruction • Listening and Speaking

Scaffolding

This game requires students to use synonyms. ***Ask:*** *What is a synonym?* (a word that means the same thing as another word) ***Ask:*** *Why do synonyms help us make comparisons?* (because when we make a comparison, we see how two things are alike) Have students use a dictionary or thesaurus to build their list of synonyms and to create their Phrases for Conversation.

Extension

Students can use antonyms (opposites) as well as synonyms in this game. ***Ask:*** *How will using antonyms change the Phrases for Conversation?* (Instead of "It means the same..." "It is like..." and "It is similar to..." the phrases will start with "It means the opposite of ..." "It is not like ..." and "It is different from...") Students can use a thesaurus to identify antonyms.

Reading Fluency

Rapid Word Recognition

Rapidly recognizing words helps to increase your reading speed.

1. With a partner, review the words in the boxes to the right.
2. Read the words aloud for one minute. Begin at the top of the first column and read down. Then read from the top of the second column, and so on. Your teacher or partner will time you.
3. How many words did you read in one minute?

knight	latch	friend	feudal	mood	manor
camp	lord	latch	manor	wealth	gate
gate	feudal	wealth	knight	friend	latch
manor	camp	latch	gate	lord	mood
lord	knight	mood	friend	wealth	camp

Vocabulary Development

Thesaurus Use: Synonyms

Synonyms are words that have the same or similar meanings. Synonyms make your writing more interesting. For example, instead of repeating **laugh**, you can use **giggle**. Knowing synonyms can also help you figure out the meaning of words.

A **thesaurus** is a reference book or online tool that lists synonyms of words. In a print thesaurus, the words are in alphabetical order. In an online thesaurus, you usually type in a word to find synonyms for that word.

When you choose a synonym, be sure it fits the meaning of the word in the context of the sentence. If the word is very specific, you can often replace it with a more general word. For example, **leave** and **abandon** are synonyms. But **abandon** is more precise. It has an extra shade of meaning. **Abandon** suggests leaving without plans to return. **Leave** is more general and doesn't give an extra shade of meaning.

abandon 1. discontinue, quit, stop, terminate 2. desert, forsake, leave 3. relinquish, surrender, withdraw

Specific We will **abandon** the town before the troops come.
General We will **leave** the town before the troops come.

Write as many synonyms as you can for the underlined word in each phrase. Use a thesaurus to find at least three of the synonyms for each word.

1. tall building **2.** hot sun **3.** great day **4.** nice person

Use synonyms to make your writing more interesting and to help you determine the meaning of words and phrases.

Checkpoint
Give three **synonyms** for the word **like**. Tell the shade of meaning for each **synonym**.

Vocabulary Log | Workbook page 100 | Independent Practice CD-ROM/Online

Unit 2 • Chapter 2
After Readings 1 and 2

Reading Fluency

Rapid Word Recognition

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

- **Classroom management** Remind students to read in the direction of the arrow. They should begin with the first column. Draw an empty chart with the same arrows on the board. Move your finger down the first column, then the second column, and so on.
- **Reading comprehension** If students finish reading the words before the minute is up, tell them to start over and do it again. Explain that they will improve their speed the more they do it.

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Thesaurus Use: Synonyms

- **Preteach: Use a dictionary to identify synonyms** Instruct students to look up a synonym in a dictionary. As a class, see if the synonyms fit the context of these phrases.

Reading Fluency

Repeated Reading Vocabulary Development, first two paragraphs

Vocabulary Development Answers
1. giant, big, great, soaring, towering;
2. blazing, blistering, flaming, scorching, sizzling, warm;
3. fantastic, good, marvelous, super, terrific, wonderful;
4. agreeable, amiable, considerate, cordial, courteous, friendly, gracious, kind, pleasant, polite

Checkpoint Answer enjoy (to like because it causes pleasure), love (stronger than like, deeper attachment), admire (think highly of)

Grouping Strategies

Help struggling students Form groups of students who are struggling with the game. Have a few students in the group perform the steps together instead of individuals:

1. Find three words from the chapter to use in the activity. Then decide which words to use.
2. Play the game as a group—a few students against a few other students.

Reteach and Reassess

Progress-monitoring assessment Check students' understanding of the directions. First, go over the directions at least one time, answering questions as needed. Then read the directions aloud a second time. Have students check off the steps that they included on their sheets. Have them add the steps that they forgot. You could also have students explain the directions to a partner.

Grammar

Compound Sentences

Instructional Routine for Grammar page Txxii

- **Preteach** Explain that an independent clause is a simple sentence, such as "Raul had breakfast." A compound sentence is made up of two independent clauses. They are joined by a comma and a coordinating conjunction.
- **Teach** Write the compound sentence on the board (*Raul had breakfast, and he walked to school.*) Have a student come up and underline the two independent clauses. Have another student circle the coordinating conjunction.
- **Practice** Have pairs of students create simple sentences. Then, they should combine them by using a coordinating conjunction.
- **Apply** Read the sample sentences. Have volunteers divide the compound sentences into their independent clauses by speaking them aloud, pausing after the first clause.
- **Extend** Have a pair share their compound sentences with another pair. The other pair should divide the compound sentence into its independent clauses.

Practice the Grammar Answers

1. Dima plays sports, and he watches sports on TV.
2. Ben will have soup for dinner, or he will order pizza for dinner.
3. Annie likes carrots, but she doesn't like potatoes.
4. Pedro rode his bike home, and he did his homework.
5. Kati will talk to Mr. Abdul, but she will go to soccer practice first.

Use the Grammar Answers

Sample answers: I wake up at 7:00, and I eat breakfast at 7:30. I will ride the bus to school today, but I won't ride it home. Tonight I will visit my friends, or I will go to the music store.

Grammar Expansion

Coordinating Conjunctions that Use a Semicolon Students will review coordinating conjunctions that use a semicolon on Workbook pages 102–103.

Checkpoint Answer

a comma and a coordinating conjunction

Grammar

Compound Sentences

You can combine two simple sentences, or independent clauses, into one sentence. The result is called a **compound sentence.**

Raul had breakfast. (independent clause)
He walked to school. (independent clause)
→ Raul had breakfast, **and** he walked to school (compound sentence)

To create a compound sentence, you need to use a **coordinating conjunction** to connect the independent clauses. Use a comma before the coordinating conjunction.

Coordinating Conjunction	Connection	Example
and	combine ideas	Rain is falling, **and** the wind is blowing.
or	choose between ideas	I will go to the party, **or** I will stay home.
but	contrast ideas	Rosa sings, **but** she does not dance.

Practice the Grammar Write a compound sentence from the two independent clauses. Use a coordinating conjunction.

1. Dima plays sports. He watches sports on TV.
2. Ben will cook soup for dinner. He will order pizza for dinner.
3. Annie likes carrots. She doesn't like potatoes.
4. Pedro rode his bike home. He did his homework.
5. Kati will talk to Mr. Abdul. She will go to soccer practice first.

Grammar Expansion

Coordinating Conjunctions that Use a Semicolon


Workbook pages 102–103


Independent Practice CD-ROM/Online

Checkpoint

What two things do you need between the independent clauses of a **compound sentence?**

Use the Grammar Independently Say three compound sentences. Then write three compound sentences. Use **and, or,** or **but** in each sentence.


Workbook page 101


Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Write these sentences on the board.

1. Max is cold. He does not want to go inside. (Max is cold, but he does not want to go inside.)
2. Mom worked yesterday. She worked today. (Mom worked yesterday, and she worked today.)
3. I will wear a blue shirt. I will wear a red shirt. (I will blue shirt, or I will wear a red shirt.)

Work together as a class to combine the simple sentences into compound sentences.

Extension

Have pairs of students create six pairs of sentences to be combined into compound sentences using a coordinating conjunction. Students should create two sentence pairs to be joined for each of the three conjunctions. Review the chart on page 120 to remind students of the different ways each conjunction connects pairs of sentences. When students have completed their worksheets, have them trade with another pair. The pairs should combine each other's sentences.

Grammar

Subject-Verb Agreement

In a sentence, the subject and verb must agree, or match in number. When the subject is **singular**, use a singular verb. When the subject is **plural**, use a plural verb.

singular subject / singular verb
Khaled speaks Arabic.

plural subject / plural verb
Friendships are irrevocable.

A **compound subject** is made up of two or more nouns or pronouns that are connected by **and**. A compound subject is plural and takes a plural verb.

plural subject / plural verb
Khaled **and** Nadine are nice.

plural subject / plural verb
Liyana, Rafik, **and** their parents live in Jerusalem.

Practice the Grammar Copy the sentences. Choose the correct singular or plural verb.

1. Her friends (study / studies) after school.
2. The store (close / closes) at 9:00 PM.
3. Tanya and Rena (like / likes) the new teacher.
4. He and his dog (walk / walks) to the park.
5. They (want / wants) cell phones.

Use the Grammar Independently Use each subject to say a sentence. Use the simple present tense. Be sure the subject agrees with the verb in each sentence. Then write each sentence on a piece of paper.

1. computers
2. Jill and Tony
3. my family
4. apples, oranges, and pears
5. a friend

Checkpoint
What is a **compound subject**? What kind of verb does it take?

Workbook page 104
Independent Practice CD-ROM/Online

Language Transfer and Interference

Forming plurals Plural nouns are formed differently in different languages. In English, the plural of a noun is most often formed by adding an *-s* to the end of the word. For example, *hotel* becomes *hotels*. In Spanish, however, if a word ends in a consonant, the plural is formed by adding an *-es*. For example *hotel* becomes *hoteles*. Take time with students who may be confused by this.

Grouping Strategies

Varying Language Backgrounds Place students with the same language background in pairs or small groups to practice subject-verb agreement. This might be helpful because:

1. students with similar language backgrounds understand the differences between English and their native language.
2. students can share strategies and techniques that help them learn grammar.

One student can clarify the English concept for another student using their native language. Have the pair complete the sentences on this page.

Grammar (cont.)

Subject-Verb Agreement

- **Preteach** Remind students that singular means *one* and that plural means *more than one*. Singular nouns usually do not have an *-s*. Singular verbs usually do.
- **Teach** Remind students that regular nouns and verbs use an *-s* to show number (singular or plural). Irregular verbs usually change their spelling entirely. It may look weird to students that a singular noun does not have an *-s*, that a singular verb does, and vice versa, so draw their attention to that pattern.
- **Practice** Write these sentences on the board and complete them with the class. Reinforce the pattern of singular nouns not ending in *-s*, singular verbs ending in *-s*, and the reverse for plural forms.

  1. My aunt walk/walks to work. (walks)
  2. My aunts walk/walks to work. (walk)
  3. The dog/dogs eat quickly. (eat)
  4. The dog/dogs eats quickly. (eats)

- **Apply** Have students work in pairs. Each student should write three sentences like the sentences on the board with two choices for the verb (singular and plural). Have students exchange papers and circle the correct answer. Then have them review their work.
- **Extend** Have pairs write sentences for each other where the verb is left blank. Each partner should complete the other's sentences.

Practice the Grammar Answers
1. study
2. closes
3. like
4. walk
5. want

Use the Grammar Sample Answers
1. Computers are great.
2. Jill and Tina watch movies together.
3. My family goes to the supermarket on Saturdays.
4. Apples, oranges, and pears are healthy.
5. A friend always helps and supports me.

Checkpoint Answers
a subject that consists of two or more nouns or pronouns that are connected by *and*; a plural verb

Writing Assignment

Autobiography: Write a Personal Narrative

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: Word Web, Sense Chart

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409–449

- **Graphic organizer** To think of more interesting verbs, use a **Word Web** graphic organizer. The ordinary verb can go in the center. Pairs can think of exciting synonyms for the surrounding circles.
- **Explain personal narrative** Explain that a personal narrative is a story about your own life. ***Say:*** *Your personal narrative must be specific. You must clearly say where and when the story is set. You must write details that show why your story is important to you.*
- **Brainstorm** Have students think of four or five events that they might write a personal narrative about. For each idea, have them write details about their memory of the event.
- **Grammar review** Tell students to use at least three compound sentences and conjunctions in their stories.

Writing Prompt

- **Interpret the writing prompt** Define the word *experiences* for students. ***Say:*** *An experience is an event that you have lived through.*
- **Clarify purpose** Explain to students that people write personal narratives:

1. to make sense of something that has happened to them.
2. to help others by sharing learned lessons.

Ask: *Why do you write your personal narrative?*

Read the student model

- **Analyze writing model** ***Ask:*** *What experience is the author describing?* (a birthday dinner when her uncle gave her a surprise)
- **Understand author's purpose** ***Ask:*** *Why do you think the author began the story by explaining where she comes from?* (because it lets you know about her culture, which may be different from ours; it helps us picture the setting)

Reading Fluency

Echo reading Student Model

After Readings 1 and 2

Writing Assignment

Autobiography: Write a Personal Narrative

Writing Suggestion

Narrative writing should include ideas, observations, and recollections of the events and experiences that are described. To help the reader imagine the event or experience, provide a clear context and use concrete sensory details. Also, show why the event or experience is memorable.

Writing Prompt

Everyone has a story to tell about their life experiences. Write a personal narrative about your life experiences for the beginning of your autobiography. Help your classmates to learn more about the important people, places, and events in your life. Use compound sentences when appropriate. Be sure your subjects agree with your verbs.

About an Autobiography An autobiography is a personal narrative. It is nonfiction. In *Habibi*, the author tells a fictional story, but she uses events from her own experiences. She tells about those experiences from her point of view.

Write Your Personal Narrative

1. Read the student model. This student's personal narrative is the first part of her autobiography.

Student Model



I was born in 1997 in Quito, Ecuador. Both of my parents' families are from Quito.

We lived with my uncle Pepe. He is a doctor. He is a tall, skinny man, but he has a hearty laugh. My aunt Luz gives lots of hugs, and she is also a fantastic cook.

I remember a dinner we had on my ninth birthday. Aunt Luz and my mother made pollo en salsa de almendras. That's chicken in egg and almond sauce. The meal was delicious. After dinner, my uncle gave me another surprise—a box of chocolate-covered dried fruits! My sister and I devoured the chocolates.

Workbook page 105

Differentiated Instruction • Writing Assignment

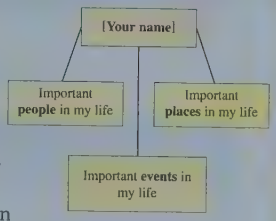
Scaffolding

Write a biopoem Students may write a biopoem, which follows the following format:
Line 1: Your first name
Line 2: Who is... (fill with descriptive words that describe you)
Line 3: Who is brother or sister of...
Line 4: Who loves... (three ideas or people)
Line 5: Who feels... (three ideas)
Line 6: Who needs... (three ideas)
Line 7: Who gives... (three ideas)
Line 8: Who fears... (three ideas)
Line 9: Who would like to see...
Line 10: Who is a resident of...
Line 11: Your last name

Extension

Have students work together to make a classroom yearbook. Have them discuss what they have learned about each other this year. Students can work in small groups to complete the various stages of the project: design, writing, and production. They can include pictures if they wish.

2. **Prewrite.** Select the experiences you want to focus on. Think about the important people, places, and events in your life.
   a. Make a semantic map. Write statements about important people, places, and events in the boxes.
   b. Put your list of events in chronological order—the order in which they happened, starting with the first event.



3. **Write your personal narrative.** Use the first-person point of view. Remember that your audience is your class. Remember the purpose for writing—to tell about important experiences in your life. Use these questions to decide on the themes of your paragraphs.
   a. Where and when were you born? How long has your family lived there?
   b. Who are the members of your family?
   c. What are some of your childhood memories?
   d. Who was important to you as a child? Why?
4. **Revise.** Reread your personal narrative.
   a. Check that the events are in chronological order.
   b. Add details to help the reader picture the people and setting. Delete any unnecessary information.
   c. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.
5. **Edit.** Check your writing for grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find problems and errors.
6. **Publish.** Make a clean copy of your personal narrative using fluid and legible handwriting. Share it with the class.

Writing Checklist

1. I presented the events in chronological order.
2. I used transition words to show the passage of time.
3. I used precise language to make my writing clear.
4. I used the first-person point of view.
5. When appropriate, I used compound sentences.
6. The subjects and verbs in my sentences agree.
7. I used vivid verbs and synonyms to make my writing interesting.

Writing Support

Grammar

Transitions

Transitions are words and phrases that connect ideas. These transitions show chronological order:

after **then** **at first** **at last** **first** **second** **later** **meanwhile**

Apply As you revise, add transitions to connect your ideas.

Workbook pages 106–108
Independent Practice CD-ROM/Online

Home Connection

Making connections to personal experiences ***Say:*** *Naomi Shibab Nye keeps a journal to "remember all the details of [her] eventful life."* Encourage students to continue gathering ideas for an "autobiography" at home by using a journal. They can write what they did each day and what they felt during the day. They should keep track of the sensory details of each experience they have. Students can ask themselves questions like, "How did the day's events make me feel? What would I like to do differently tomorrow?"

Writing Connection

Write a biography Tell students that a *biography* is the story of another person's life. Have students write a biography for a member of their family. Students can use information they already know. They can also interview the family member. They might ask, "What is the most exciting thing you have ever done? What are you most proud of?"

Writing Assignment (cont.)

Write Your Personal Narrative

Prewrite

- **Use brainstorm ideas** Have students refer to the ideas they come up with while brainstorming to select the experience they will focus on. Remind them to include details they wrote down. Have them reflect more on the experience and recall more details.
- **Graphic organizer** Have students use a **Sense Chart** to help them remember sights, sounds, tastes, smells, and feelings from the experience.

Write Your Personal Narrative

Choose details Remind students that they do not need to tell their classmates everything about their lives. They should only write about events that they are comfortable sharing.

Revise

Descriptive language Point out to students that that the more descriptions they add, the more interesting and real their stories will be.

Edit

Verb tense consistency Have students read over their narratives to be sure they used verb tenses consistently. ***Say:*** *It is okay to shift tenses in verbs if you are quoting something that someone said in the past. But your narrative should use the same verb tense throughout.*

Publish

Remind students to make a clean copy. ***Say:*** Clean copy *means that your letter is readable and that it should have no mistakes.*

Writing Checklist

Edit and revise The checklist includes grammar and style points that will help students find errors in their writing. Tell students to check their narratives more than once.

Writing Support

- **Structural features of English** Review the meanings of the transition words at the bottom of the page with students. Call on volunteers to use each transition word correctly in a sentence.
- **Progress-monitoring assessment** Have students trade papers with a partner. They should check that the transitional words are used correctly.

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check

Preview The **Progress Check** is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
agreement—an arrangement between two or more people
depend—to need, rely on, or place trust in
loyal—faithful to others
power—the authority to do something important
supervise—watch over others
abandoned—to be left alone
acquaintance—a person whom one knows not particularly well
astonished—amazed, surprised
tentatively—with hesitation or doubt

Academic Vocabulary
summarize—to tell main events in your own words
compare—to look for the ways two or more things are alike
conclusion—a judgment or an opinion that you make using information you already know

Reading Strategies
When you *summarize* you tell the main events in your own words. You do not include details. As you read, you should:

1. look for main idea words
2. try to identify key facts and names
3. look for key terms

Picturing a setting helps you imagine the place where a story happens. It helps you relate to the story.

Text Genres
"Feudalism"—informational text: social studies textbook; "Friends"—novel

Reading Comprehension
"Feudalism: A System for Living" is about how European communities in the Middle Ages were organized.
"Friends" is about an Arab-American girl named Liyana who learns about the difference between acquaintances and friends.

Spelling
Sample answers: knife, know; sight, thought

Writing Conventions
Academy of Motion Picture Arts and Sciences

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to review
Vocabulary From the Readings	What do these words mean?	
	• **agreement, depend, loyal, power, supervise**	102
	• **abandoned, acquaintance, astonished, tentatively**	112
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **summarize**	103
	• **compare, conclusion**	110
Reading Strategies	How do you **summarize**?	103
	How does **picturing a setting** help you to understand a reading?	113
Text Genres	What is the text genre of "Feudalism: A System for Living"?	104
	What is the text genre of "Friends"?	113
Reading Comprehension	What is "Feudalism: A System for Living" about?	111
	What is "Friends" about?	117
Spelling	Give two examples of a word with a silent **k**. Give two examples of a word with a silent **gh**.	117
Writing Conventions	Rewrite the following with correct capitalization: academy of motion picture arts and sciences.	117
Text Element	What are **headings**? How do **headings** help you to understand the organization of a textbook?	111
Listening and Speaking	**Phrases for Conversation** What words can you use to make a comparison?	118
Vocabulary Development	What is a **synonym**? What should you think about when choosing a **synonym**?	119
Grammar	What are the parts of a **compound sentence**?	120
	What kind of verbs do **plural** subjects take?	121
Writing Support: Grammar	What are three transitions that show chronological order?	123

Text Element
Headings are titles of sections. Headings announce the topics that will be covered.

Listening and Speaking
It means the same as…; It is similar to…; It is like…;

Vocabulary Development
Synonyms are words that have the same or similar meanings. Think about whether or not the synonym fits the meaning of the word in its context.

Grammar
independent clauses, comma, coordinating conjunction; plural verbs

Writing Support: Grammar
Answers may include any three of the following: after, as soon as, at first, at last, first, second, later, meanwhile

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Three Branches in One Government

There are three branches, or main parts, of the United States government. They are the legislative branch, the executive branch, and the judicial branch. Each branch has its own job and powers, but they work together to protect and provide services for the country. The legislative branch is made up of two groups: the Senate and the House of Representatives. Their job is to make laws. The President leads the executive branch. This branch has the power to make sure that people obey the laws. The judicial branch is controlled by the judges of the Supreme Court. They help to decide the meaning of the laws in different situations. The American system of government depends on the three branches working together.

1 **What does the word power mean in the following sentence?**

> This branch has the power to make sure that people obey the laws.

- **A** strength
- **B** equality
- **C** loyalty
- **D** agreement

2 **Which of the following is the best summary of this passage?**

- **A** The judges of the Supreme Court lead the judicial branch.
- **B** The Senate and the House of Representatives work together to create laws for the country.
- **C** Each branch of the U.S. government has its own job, but they work together to rule the country.
- **D** The executive branch makes sure people obey the government's laws.

3 **What is another possible heading for this passage?**

- **A** The Services and Protection of the 50 States
- **B** Laws: A System of Government
- **C** The Laws and Powers of the American People
- **D** The Three Branches of the U.S. Government

4 **What is the genre of this text?**

- **A** an informational text
- **B** a novel
- **C** a short story
- **D** an autobiography

Writing on Demand: Narrative Paragraph

Write a narrative paragraph about your relationship with a good friend. Describe how the relationship started, how it formed, and what it is like today. Be sure to include important details. Use transitions when appropriate. **(20 minutes)**

Writing Tip
Try to visualize important events in your relationship. What do you remember about the events?

Study Skill

Reading Textbooks Strategy Explain to students the SQRW strategy for reading textbooks:

- **Survey** To survey a chapter, students should read the title, introduction, headings, and conclusion. They should also examine pictures, tables, graphs, maps, and read captions.
- **Question** Students should keep questions in their mind as they read. Questions give students a purpose for reading and help them stay focused on the content. Students should read the headings and form a question for each section.
- **Read** Students should read the information that follows each heading to find the answers to their questions.
- **Write** Students can then write each of their questions and its answer in their notebooks.

Unit 2 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 2, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 2, Chapter 2 Quiz
- **Milestones Tracker:** Unit 2, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

- **Process of elimination** Students can use the process of elimination to narrow down answer choices. Tell students to read each choice carefully. They should cross out any answers they know are not correct.
- **Look for details** Tell students to look for details in the passage that support the answer they have selected. Another way to use details is to cross out any answer choice that does not have supporting details in the passage.

Reading Fluency

Reading Words in Chunks "Three Branches in One Government"

Answers
1. A
2. C
3. D
4. A

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** (5 minutes to plan and organize; 10 minutes to write, and 5 minutes to revise and edit)
- **Read and interpret writing prompt**
  Ask: *Which three things does the writing prompt ask you to write about?*

  1. how the relationship started
  2. how it formed
  3. what it is like today

  Students can use these three parts to organize their narrative.
- **Organize quickly** ***Say:*** *Now you have a structure. Make a list of events under each of the three parts of the writing prompt.*
- **Revise** The prompt says to include details and to use transitions. ***Say:*** *Read your drafts twice. The first time, you can look for places to add details. The second time, you can check for proper use of transitions.*
- **Edit** ***Say:*** *Check your drafts for proper spelling, punctuation, and use of capital letters. Reread the revised draft three times, once for each area.*

Listening and Speaking Workshop

Give an Oral Presentation That Informs

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for peaking Assessment

- **Review** Remind students to use new Key Vocabulary words and the simple present and present progressive in their presentations, when appropriate.
- **Organization of oral communication** Students must keep in mind who their audience is (the class) and what their purpose for presenting is (to inform). ***Say:*** *You know that your classmates are your audience. You need to structure your presentation so they can:*
  1. *follow what you are saying*
  2. *understand your viewpoint and why you chose this topic*
  3. *clearly understand the information you present*
- **Teacher modeling** Review for students the correct uses of *and* and *but*. When students are comparing the similarities between two things, they should use *and*. When they are contrasting the differences, they should use *but*. Explain that using correct grammar in their oral presentation will make it easier for the class to follow along. ***Say:*** *Using incorrect grammar can confuse an audience. For example, listen to this sentence: "The river is deep, but the ocean is too." It would make more sense to say, "The river is deep, and the ocean is too." The word* and *connects similar ideas.*

UNIT 2
Apply & Extend

Objectives

Listening and Speaking
Give an oral presentation that informs

Media
Turn a stage play into a screenplay

Writing
Write a personal essay

Projects

Independent Reading

Build Your Knowledge

In oral presentations, use structures such as **similarity/difference**, **posing/answering a question**, and **cause/effect**. These structures can help make your points and ideas more effective.

Listening and Speaking Workshop

Give an Oral Presentation That Informs

Topic

Give an oral presentation on an artist, such as da Vinci or Mondrian. Your audience is the class. Your purpose is to inform them about an interesting artist.

1. **Plan your presentation.**
   Decide on an artist. To focus your presentation, think about what your audience knows about the artist and what they might want to learn. Also think about a key question that your presentation will answer.
2. **Gather information.**
   a. List what you already know about your topic.
   b. Go to a local library. Research information from different sources, such as books or newspapers. Look at museum websites.
   c. Find interesting facts, details, anecdotes, experiences, and quotations from the artist's life.
   d. Gather pictures of the artist and her or his artwork to help support your main points.
   e. Take notes on one note card for each main point.
3. **Organize your information.**
   a. Use your note cards to write an outline.
   b. The **introduction** should capture the attention of your audience and present the main idea.
   c. The **body** should include your supporting points.
   d. The **conclusion** should **summarize** your main idea.
4. **Practice your presentation.**
   Read your outline until you are familiar with all the information. Look around the room as you talk. Time your presentation. Practice in front of a mirror.
5. **Deliver your presentation.**
   a. Use your outline, but don't read from it. Make eye contact and speak slowly, clearly, and loudly.
   b. Emphasize your main points with examples and pictures to help the listener understand the important ideas.
6. **Evaluate your speaking and listening skills.**
   Use the **Speaking Self-Evaluation** to evaluate your presentation. Then use the **Active Listening Evaluation** to evaluate your listening skills during your classmates' presentations.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Have students create a **Two-Column Chart** with the headings *Do* and *Don't*. Have students come up with as many *Dos* and *Don'ts* as they can think of. When students are done, work as a class to make a master list. A sample list is:
Inform your audience (Do)
In the body of the presentation, state your supporting points (Do)
Put all your main points on one note card (Don't)
Think about what your audience might want to learn about your subject (Do)
Practice delivering your presentation (Do)
Read from your outline (Don't)

Extension

Have students create a grading rubric for themselves. ***Say:*** *List the things that you think go into a successful oral presentation. For example: organization, speaking clearly, good research, use of many sources, keeping the audience interested. Use these and think of some of your own. Write them down. Think of these things as you do your research and prepare your presentation.* Draw a sample grading rubric on the board with sample criteria listed in the left hand column and the numbers 1 to 5 across the top row (1 meaning poor and 5 meaning excellent).

Speaking Self-Evaluation
1. The topic and purpose of my presentation were appropriate for my audience.
2. My introduction captured my audience's attention and presented the main idea.
3. My supporting points followed a logical order.
4. My **conclusion summarized** the main points.
5. I spoke loudly and clearly and made eye contact with the audience.

Active Listening Evaluation
1. I focused on what the speaker was saying.
2. I did not interrupt or distract the speaker.
3. I listened for verbal clues to make connections among the speaker's main ideas.
4. I watched for nonverbal clues (gestures, pauses, pacing) to understand the speaker's message.
5. I listened for changes in volume, intonation, and pitch of the speaker's voice to identify important ideas.

Media Workshop

Turn a Stage Play into a Movie

When you watch a movie, what you see on screen has been decided by the movie's director and editors. You can only see what the camera shows. No matter how many times you watch the movie, it always looks the same. When you watch a stage play, you can see everything that is happening on the stage. The characters, setting, and script are always the same, but each performance of the play is different.





1. How would you turn a scene from a stage play into a movie scene? Work with three or four classmates to choose a scene from *The Diary of Anne Frank*. Think about what is happening in the scene.
   a. What part of the scene would you focus the camera on?
   b. Is there anything in the play that you would add to or leave out of the movie scene?
   c. How would you change the camera shots throughout the scene?
   d. Would you change the setting of the stage play in the movie scene? If so, to where?
2. Discuss your ideas with your classmates.
   a. How are your ideas different from your classmates' ideas?
   b. What have you learned about the difference between a stage play and a movie?

Home Connection

Family involvement Have students ask family members what they would want to know about their favorite artist. Possibilities:
1. place of birth
2. how he or she became famous
3. what inspired him or her

Ask students to compile these questions in a list and share with the class. Students should think of more questions of their own. Their families' answers may guide their research.

Arts Connection

Copying the masters Have students find a work of their chosen artist. Students should draw their own version of the work of art. Either they can try to draw a copy of the piece or they can make their own piece that is inspired by the mood of the original. They should name their piece and include it with their presentations. Students should explain their approach to the assignment.

Unit 2 Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

Organization and delivery of oral communication ***Say:*** *Self-evaluations are a very important part of learning. Self-evaluations help us learn what we did well and what we did not do well. Our mistakes show us what we need to improve on.*

Assess

Instruct students to read the criteria in the active listening assessment BEFORE other students present. Students then have an idea what to look for during other presentations.

Active Listening Evaluation

Analyze oral presentation Explain that active listeners give the best feedback. Active listeners pay attention when other students are presenting and think about what they are hearing. Good listeners learn about the material and good speaking strategies from other students' presentations.

Media Workshop

Turn a Stage Play Into a Movie

- **Vocabulary development** ***Ask:*** *What do you think a movie director does? A movie editor?* Explain to students that the director tells the actors what to do and where to go. He leads the movie from behind the camera. ***Ask:*** *What are some things you do when you edit?* (check for mistakes, move paragraphs around, make sure it is clear) ***Say:*** *These are the same things that an editor of a movie does. He can change the order of scenes. He makes sure that the movie makes sense. He cuts scenes that are not needed.*
- **Grammar review** ***Ask:*** *When you are writing dialogue in a play, what punctuation mark goes after the name of the character who is speaking?* (a colon) Remind students that characters in plays do not always use perfect grammar. They might use slang, contractions, or improper subject-verb agreements. If students feel that a character would speak like this, then it is fine to write like this when writing a play. They do not have to write dialogue with perfect grammar.

Reading Fluency

Paired Reading Media Workshop

Writing Workshop

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409–449

Write a Personal Essay

- **Vocabulary review** ***Say:*** *Personal essays have both opinions and facts in them. Suppose you met your friend Ben when you were in third grade. Recently, you feel that he has been unfriendly to you. It is a* fact *that you met him in third grade, but it is your* opinion *that he has been unfriendly to you.*
- **Grammar review** ***Say:*** *In your personal essays, you might want to write about an experience you had with a friend. It is helpful to the reader if you present the experience in the order in which it happened. This is called* chronological order. *Use words such as* after, before, then, *and* finally.

Writing Prompt

- **Vocabulary development** ***Say:*** *The word* irrevocable *describes something that cannot be taken back. At some stores, you cannot return anything you buy. The sale is irrevocable. It cannot be reversed. In the prompt, Liyana thinks that friendships are irrevocable. She thinks that once two people are friends they will always be friends.*
- **Clarify purpose** The prompt asks students to write a personal essay. Encourage students to share their own opinions in their essays. Emphasize that there are no wrong or right answers.

Prewrite

Organizational strategies Write a sample list on the board of what a friend should and should not do to give students a start.

The "should" list can include:

1. listen to you when you are upset
2. give you advice

The "should not" list can include:

1. take your lunch money
2. embarrass you

Write A Draft

Organizational strategies Before students write a draft of their personal essays, have them come up with two options for an opening sentence. ***Say:*** *The opening of your essay should get the attention of the reader.* Next, have them share their ideas with another student. Students do not have to choose the sentence their classmates like the best. This activity is just an opportunity to give and receive feedback.

UNIT 2

Apply & Extend

Writing Workshop

Write a Personal Essay

Writing Prompt

In "Friends," Liyana says, "I think friendships are—irrevocable. Once you're friends you can't turn back." This is Liyana's personal view of friendship. Write an essay about your view of friendship. Use the first-person point of view. The audience is someone you would call a friend.

PREWRITE

List five examples each of what a friend does and does not do. Then select a focus. Think about what friendship means to you. Pick the three most important examples. Select a focus for your writing.

WRITE A DRAFT

Writing Suggestion

Transitions will help your writing flow smoothly. When appropriate, use **transitions** when you move from one point to the next and from one paragraph to the next in your essay. See page 123 for examples of some **transitions.**

1. Write your **introduction.** The introduction is the first paragraph of the essay.
   a. Try to catch the reader's attention in your introduction. Asking a question and citing a quotation are two attention-getting strategies.
   b. Include a **thesis statement** in your introduction. The thesis statement is the main idea you want to express in your essay.
2. Write the **body** of your essay in three paragraphs. Each paragraph supports the main idea of your thesis statement.
   a. State the main idea of each paragraph in a **topic sentence.** Each topic sentence should explain what a friend does or how a friend acts.
   b. Include explanations and examples that support the topic sentence. An example can come from personal experience or something you have seen.
   c. Select an organizational structure, such as similarities and differences. For example, **compare** and contrast friends and acquaintances.
3. Write a **conclusion** that **summarizes** your main idea. Restate your thesis statement in different words. Write a strong ending to your essay.
4. Give your essay a short **title** that relates to the main idea.

Differentiated Instruction • Writing Workshop

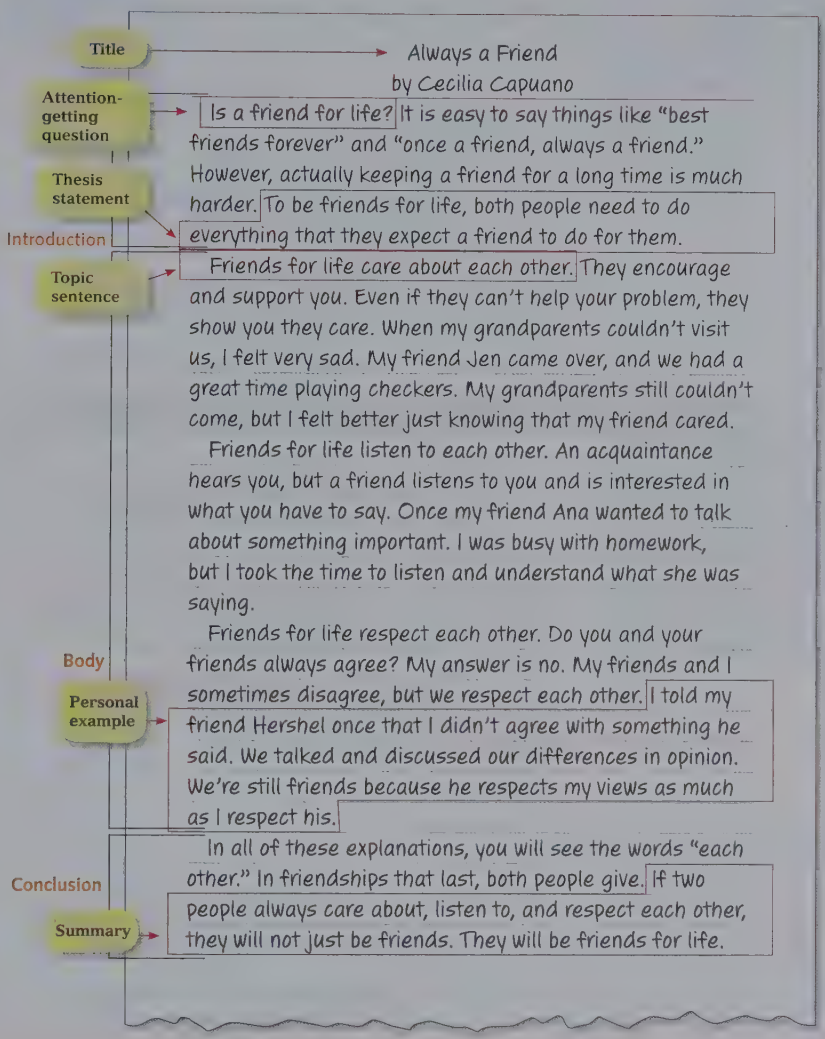
Scaffolding

Draw a Word Web on the board. Write the word *friendship* in the middle. Draw six or seven lines extending out from the middle. Ask students what topics come to mind when they think of friendship. ***Ask:*** *Is it important to have friends? Why? What is special about a friend? What do friends do for each other? Have you ever had a fight with a friend?* Summarize possible themes and write them in the web. Possible themes could be: characteristics of a friend, activities with friends, fights with friends. Students can use these themes to get started.

Extension

Have students use their essays as inspiration for a short story. The short story can be about an event from their essay. The short stories do not have to be long. Remind students that their stories should have a beginning, middle, and end. If they wish, students can share the stories with the class.

Student Model



Unit 2
Apply & Extend

Writing Workshop (cont.)

Student Model

- **Clarify meaning** ***Ask:*** *What do you think the main idea of the essay is?* Call on students and write their answers on the board. (Possible answers: Two people must both work at being friends; Friends care about each other's viewpoint; Friends might not always agree, but they always respect each other.)
- **Analyze model** ***Ask:*** *What question does the author ask the reader in the first paragraph?* (Is a friend for life?) *What does this question have to do with the rest of her essay?* (Possible answers: She explains what two people have to do to remain friends; she argues that people can remain friends even if they have disagreements.)

Reading Fluency

Repeated Reading Student Model, first three paragraphs

Home Connection

Deliver oral summary Have students ask a family member about their best childhood friend. Have them ask questions like:

1. Were you and your friend the same age?
2. What did you like to do together?
3. What is your favorite memory about him or her?
4. Did you ever fight? Why or why not?
5. Do you still talk to him or her?

Have students give an oral summary to the class.

Arts Connection

Relate to personal experience Have students draw a picture of themselves with a friend. The picture should show a favorite activity (playing outside, watching movies, cooking). Have them write a short paragraph on the back of the picture. The paragraph should describe what is happening in the picture. Students may present their pictures to the class. During their presentation, have them tell why they like to do this activity with their friend.

Writing Workshop (cont.)

Revise

Edit and revise to improve focus Have students consider their classmates' suggestions about their two opening sentences. ***Ask:*** *Did the suggestions help you? Why or why not? Which sentence did you use in your essay? Why?*

Edit

Edit and revise to improve coherence After students have written their first draft, have them make a list of three errors that they found in their paper. The errors might have to do with grammar, spelling, or punctuation. Collect these lists. They will help you know what to review with students.

Peer Review Checklist

Edit and revise to improve meaning Before students exchange and read essays, have them add one more criteria to the Peer Editing Checklist that they think is important. Offer some examples:

1. The essay made me want to know more about the topic.
2. The essay made me think about a new idea.

Revising and Editing Checklist

Evaluate Students should not answer the items on the Revising and Editing Checklist with a simple yes or no. They need to evaluate themselves thoroughly. They should use words like *fair, good, poor, excellent.* ***Say:*** *For example, with item #2* (I state my personal view of friendship): *Is your view clearly stated? When you evaluate yourself, say whether you excelled at this point or only did a fair job.*

Reading Fluency

Choral Reading Revising and Editing Checklist

Publish

Compare and contrast Have pairs read each other's essays. Together they should create a Venn Diagram. They should compare and contrast their views on friendship. Have pairs share their Venn Diagrams with the class.

UNIT 2

Apply & Extend

Writing Suggestion

As you **edit and revise**, make your writing and order of ideas clearer and more logical. **Add** needed information. **Delete** unneeded text. **Combine** similar ideas. **Move** ideas into a more logical order.

REVISE

1. Read through your essay. Use the **Revising and Editing Checklist** to help you evaluate and revise your draft.
2. Exchange your revised draft with a partner. Ask your partner to use the **Peer Review Checklist** to suggest ways that you can improve your essay.
3. Revise your draft again. Use your partner's comments to help you improve your writing.
4. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.

EDIT

1. Reevaluate your essay using the **Revising and Editing Checklist**.
2. Fix any errors in grammar, spelling, and punctuation.

Revising and Editing Checklist

1. My introduction captures the reader's attention and has a thesis statement.
2. I state my personal view of friendship.
3. I used the first-person point of view.
4. Each paragraph in the body supports my thesis statement.
5. I use explanations, examples, and similarities/differences to support my ideas about friendship.
6. My **conclusion** restates my thesis statement and **summarizes** my main points.
7. The verbs I use agree with the subjects and are in the correct tenses.

Peer Review Checklist

1. The introduction catches my attention.
2. I understand what the essay is about by reading the introduction.
3. The supporting examples are clear.
4. The **conclusion** offers a good summary of the essay.
5. The essay's title makes sense.
6. The essay would be better if ____.

PUBLISH

1. Make a clean copy of your revised essay in your best handwriting. Proofread your final version and make any necessary corrections. Be sure to use correct indentation.
2. Exchange essays with someone you would call a friend. Do you both view friendship the same way?

Differentiated Instruction • Writing Workshop

Scaffolding

Have students write each item from the Revising and Editing Checklist on a separate card. Have them do this for the items on the Peer Editing Checklist as well. As students read their own essay as well others', have them mark on these cards when an item is satisfied. At the end, pairs should discuss what was missing or not strong enough.

Extension

Once students have shared their essays with a partner, have them write a paragraph in response to their partner's essay. ***Ask:*** *Do you agree with your partner's views on friendships? Do you disagree? Why or why not?* When answering, students should use examples from the essay.

Projects

Choose one or more of the following projects to explore the theme "Relationships" further.

PROJECT 1

Make an Electronic Class Yearbook

1. Use a computer program to make an electronic yearbook. Each student gets a screen page. Brainstorm with your classmates what information to include about each student on the screen pages.
2. Plan each screen page. Scan your picture and place it on your screen page. Write something interesting about yourself to go along with the picture. If you wish, use clip art and other graphics to make the page look interesting.
3. Ask a classmate to read your yearbook entry and help with proofreading.
4. Make your yearbook available in both electronic and print form. Share it with your friends and family.

PROJECT 2

Make a Shield for a Coat of Arms

A coat of arms is a symbol that lets people know who you are. During the Middle Ages, knights used a coat of arms as a way to identify themselves. The shield is the main part of a coat of arms.

1. Make a shield that lets people know who you are.
2. Choose patterns and colors for the background of your shield. Use bright colors to make it stand out.
3. Choose the "charge" for your shield. A charge is what is shown on the background of your shield. Many shields had animals, such as lions, bears, boars, eagles, horses, and dragons, and griffins (part eagle, part lion). Choose an animal or other symbol that you think fits you.



A coat of arms with a shield in the center.

PROJECT 3

Express Emotion Through Art

1. Choose one of the events from "The Diary of Anne Frank."
2. Respond to Anne's experiences in the scene by painting or drawing a picture that expresses how you think Anne feels.
3. Decide what you will use in your art: paint, pastels, charcoal, pen, pencil.
4. Make your artwork. It can be realistic, like Leonardo da Vinci's paintings, or abstract, like Piet Mondrian's paintings.

Home Connection

Relate to personal experience Have students ask a family member to read their essay. Have them ask the family member if they agree or disagree with their essay. ***Ask:*** *What part of my essay do you agree with? What part do you disagree with?*

Cultural Connection

Extension Have students think of examples of best friends in books, movies, or television. The best friends can be humans or animals. ***Ask:*** *What makes these two people (or individuals) friends? Are they very similar or very different?*

Unit 2 Apply & Extend

Projects

PROJECT 1: Make an Electronic Class Yearbook

- **Technology in the classroom** Make sure you are familiar with the computer program students will be using. If you have a scanner in your classroom, make sure it is working before students scan any pictures.
- **Editing students' pages** Look over the pages students have made for themselves to make sure the content is appropriate. Remind students that you want them to share their yearbook to their families. Students should make sure they do not share something too personal.

Reading Fluency

Reading Words in Chunks Project 1

PROJECT 2: Make a Shield for a Coat of Arms

- **Build background** Have students research what a coat of arms meant and was used for in the Middle Ages. Before students begin their research, have them fill in a KWL Chart. Have students fill in the *Learned* section in small groups.
- **Teacher think aloud** Before class, create your own coat of arms so that you can use it as an example in class. Explain why you chose the "charge" that you did. Point out the bright colors that make the shield stand out.

PROJECT 3: Express Emotion Through Art

Support judgments Have students write a paragraph to go along with their picture. The paragraph should explain why they chose the scene they did. ***Ask:*** *Why did you pick this scene? Is your favorite character in it?* Have them explain why they chose paint, pencil, etc. ***Ask:*** *Do you think [paint] does a good job of expressing the emotions in the scene? How?* Tell students to pay attention to grammar, punctuation, and spelling, but to focus more on expressing their ideas clearly and in a detailed manner.

Independent Reading

- **Use the library** ***Say:*** *The theme of* relationships *is very broad. There are many books with this theme. You can read about a friendship between two girls, or between a coach and a player. You can even read about a relationship between a boy and his dog. Librarians know about a lot of different books. Ask the librarian exactly what you are looking for. She or he will usually be able to help you find a book. Also, if you know the title of a book you like, the librarian will show you another book like it that you might also enjoy.*
- **Read summaries** Advise students that it can be helpful to read the first few pages of a book. This way, they can decide if it interests them or not. Summaries on the back cover provide a general overview of a book, too.
- **Reading log** Have students keep a reading log of their independent reading. Explain that a *log* is like a journal. It is a place to write down their reactions to a book. Students can also keep track of how many pages they read each day. Students can use the log to set personal goals for how much they will read. Students can turn in these logs so you can monitor their progress.

Apply & Extend

Heinle Reading Library

Oliver Twist by Charles Dickens
In a specially adapted version by Marion Leighton

Oliver Twist is a poor orphan boy who is treated cruelly at the public workhouse. He runs away to London, only to fall into the clutches of a gang of thieves led by the master criminal, Fagin. Oliver becomes friends with a man robbed by the gang. Soon he learns his true identity, and his fortunes change.

Build Your Knowledge

Like plays, poems can be acted out dramatically. Choose a short poem in *Dance with Me* or another poem. Act it out with emotion. Speak clearly. Use pauses and the speed and loudness of your voice to create a dramatic effect.

Independent Reading

Explore the theme "Relationships" further by reading one or more of these books.

The Diary of a Young Girl by Anne Frank, Bantam Books, 1993.

During World War II, a young Dutch girl named Anne Frank lived in an attic with her family and others to avoid being found by the Nazis. For two years, Anne, an ordinary teenager, tried to live a normal life and recorded many details. Read her diary to find out firsthand what her extraordinary experience was like.

Habibi by Naomi Shihab Nye, Aladdin Paperbacks, 1999.

When Liyana's father moves their family from St. Louis to near the Palestinian village where he grew up, she meets relatives she's never seen before, who speak a language that she cannot speak. She wants to return to St. Louis until she meets Omer, a Jewish boy. However, this friendship will cause its own problems.

Old Yeller by Fred Gipson, Perennial, 2001.

The setting of this book is the hills of Texas in the late 1860s. Travis, a young boy, rescues a dog and gives him a home and a name, Old Yeller. They are best friends, and their relationship survives many adventures until Travis faces an important decision.

The View from Saturday by E.L. Konigsburg, Aladdin Paperbacks, 1996.

Ten years after being paralyzed in a car accident, Mrs. Olinksi finally returns to her job teaching middle school. When she decides to ask four very different students to participate in the Academic Bowl, this unlikely group forms close relationships with each other and with Mrs. Olinski, who brings out the best in all of them.

Dance with Me by Barbara Juster Esbensen, Harper Collins, 1995.

Explore the relationship between people and nature in this book of poetry. In many of the 15 poems, the movements of wind, rain, waves, and bubbles are given human qualities.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's letter to a friend, which may contain errors. Then answer Questions 1 through 4.

Sonali Makes a Friend

Dear Lisha,

(1) How are you? (2) I made a new friend yesterday. (3) I signed up for a cooking class after school, yesterday was the first day. (4) The bus I took to the community center was crowded. (5) A girl let me sit with her. (6) When I got off the bus, she got off, too. (7) We walks into the community center together. (8) She asked the woman at the desk where the cooking class was. (9) I smiled. (10) She smiled back. (11) We walked to the classroom together.

(12) We studyed recipes in a cookbook. (13) Then we learned to cook. (14) She and I were cooking partners. (15) Her name is Sarah. (16) You can meet her when you come to visit.

Your friend,
Sonali

1 **Which word should be used to combine the independent clauses in sentence 3?**

- **A** or
- **B** but
- **C** after
- **D** and

2 **Which verb tense should be used in sentence 7?**

- **A** will walk
- **B** walk
- **C** walked
- **D** are going to walk

3 **How can you best combine sentences 9 and 10?**

- **A** I smiled she smiled back.
- **B** I smiled, and she smiled back.
- **C** I smiled, but she smiled back.
- **D** I smiled, after she smiled back.

4 **Which verb ending in the reading is incorrect?**

- **A** Sentence 3: "signed" should be "signeded"
- **B** Sentence 8: "asked" should be "askied"
- **C** Sentence 12: "studyed" should be "studied"
- **D** Sentence 13: "learned" should be "learnt"

Writing on Demand: Friendly Letter

Write a letter to a friend about something that happened recently. Tell what happened, how you feel about it, and what you hope is going to happen next. **(20 minutes)**

Writing Tip
Make sure your verbs agree with their subjects.

Study Skill

Multiple-Choice Test Strategy When taking multiple-choice tests, students should:

- Circle or underline important words in the test questions.
- Read all the answer choices before selecting one.
- Eliminate answer choices they know to be incorrect. This helps narrow down the number of possible answers.
- Look for hints about the correct answer choice in other items on the test. The correct answer choice may be indicated in another question on the test.
- Remember that most often, their first choice is correct. They should not change their initial answer unless they realize they have misunderstood the question or missing an important clue.

Review all answers when finished to make sure they have not forgotten to answer any questions.

- **Assessment Book:** Unit 2 Exam
- **Teacher Resources:** *ExamView®* Unit 2 Exam
- **Milestones Tracker:** Unit 2 Exam
- **Workbook:** Assessment Practice pages

Writing: Revise and Edit

- **Coordinating conjunctions** ***Say:*** *Coordinating conjunctions combine two simple sentences into one compound sentence. Examples of coordinating conjunctions are:* and, or, *and* but. *Use a comma before the coordinating conjunction.*
- **Subject-verb agreement** Subjects and verbs must agree in number. When the subject is singular, use a singular verb. When the subject is plural, use a plural verb. Many times a singular verb will have an *-s* at the end of it, and a plural verb will not. Just because a subject has an *-s* at the end of it, do not put an *-s* at the end of the verb.

Reading Fluency

Echo Reading "Sonali Makes a Friend"

Answers
1. D
2. C
3. B
4. C

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** (5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit)
- **Interpret writing prompt** ***Say:*** *Write a letter to a friend. You can use informal language.*
- **Organize quickly** Have students choose an event to write about. Ask them to outline the order in which they will share what happened. ***Ask:*** *Do you want to share the outcome of the event first?* (winning a basketball game) *Or do you want to say what the event was first?* (playing in a basketball game)
- **Revise** ***Ask:*** *Did you put a comma after the name of the person you are writing to? Is the organization of your letter easy to follow?*
- **Edit** Have students fix any grammar, punctuation, or spelling errors. Have them fold up their letter and "send" it to someone else in the room.

Reading

- **Review and Reteach**
- **Use context clues to determine meaning** ***Say:*** *If you find a word you do not know, look at the other words nearby. The context of a word refers to the other words that surround it.* Write on the board: *I was astonished to see it snowing in July. It never snows in summer.* Underline the word *astonished.* ***Say:*** *Let's figure out what* astonished *means using context clues. The sentence tells about something very strange. We know that it does not usually snow in the summer. How would we feel if we saw snow in July?* (Possible answers: surprised, shocked, confused) *It makes sense to assume that* astonished *means surprised or shocked.*
- **Compound sentences** Compound sentences are made up of two independent clauses. To make a compound sentence, you use a coordinating conjunction like *or, but,* or *and.* ***Say:*** *Here are two independent clauses. Let's make them into a compound sentence using a coordinating conjunction.* Write on the board: *Luis has a sister. Luis wants a brother.* Also write the conjunctions: *and, but, or.* ***Ask:*** *What conjunction would you use:* or, but, *or* and? Have a volunteer come to the board and join the two sentences with *and.*
- **Reteach and reassess context clues** Review the concept of context clues to determine meaning for students who are struggling. ***Say:*** *Let's use context clues to figure out the meaning of a word in the story "Sir William."* Write this sentence on the board: *William swung his wooden weapon around his body, attacking and defending himself against an invisible foe.* Underline the word *foe.* ***Say:*** *This sentence tells us that William is using his sword in a pretend battle. We know that a sword is a weapon. We also know that people use weapons against their enemies. It makes sense to assume that foe means enemy.*

Reading Fluency

Readers Theatre "Sir William," paragraphs 1–11

Reading

Read this excerpt from a novel. Then answer Questions 1 through 8.

Sir William

1 William woke up early. Before the sky had even started to glow in the east, he was out the door of his family's cottage. He was glad nobody heard him leave, especially Robert. William thought that the night's sleep would help him forget about what his brother said yesterday. It didn't.

2 "You want to be what?" Robert laughed.

3 "You heard me," William replied tentatively. "I *will* be a knight."

4 Robert laughed again, but he wasn't smiling. "Don't you know who you are—who we all are? Peasants! You don't get to express what you want"

5 William became angry. "We may not have the advantages of other vassals, but that doesn't mean my sword has any less power."

6 "Your sword?" Robert cried. "And how do you think you'll get a sword—inherit it from the king? Poor little brother. You can't see when you're putting the cart before the horse."

7 At first, William was astonished by his brother's reaction. Later, he started to wonder if he was right. No peasant in the village had anything sharper than a plow, and you certainly couldn't train for knighthood with farm equipment.

8 "Who needs a sword when you have skill?" William said to himself as he walked through the dark village. He came to the oak tree near the mill and broke off a straight branch the length of his arm. In the field nearby, he began using the branch like a sword. William swung his wooden weapon around his body, attacking and defending himself against an invisible foe.

9 "Unless you expect the Normans to die laughing, you will have to fight better than that."

10 William swung the branch around and stopped it within an inch of the neck of an old man. The stranger didn't move. He looked at the boy with a slight smile.

11 "William," the old man said, "your path to knighthood begins today. You now belong to me."

1 **What does the word astonished mean in the following sentence?**

At first, William was astonished by his brother's reaction.

A in agreement
B angry
C happy
D surprised

2 **What does the word express mean in the following sentence?**

You don't get to express what you want.

A say out loud
B think about
C listen to
D laugh about

3 **What is William's viewpoint about becoming a knight?**

A Only someone with advantages can become a knight.
B A plow is good to use in training to become a night.
C Even a peasant can become a knight.
D Robert is too young to become a knight.

4 **Why does William leave his cottage early in the morning?**

A to work in the fields
B to look for Robert
C to train himself using a stick as a sword
D to talk to the lord of the manor

5 **What will the stranger do for William?**

A train him to become a knight
B give him a plow
C talk to his parents
D teach him to read

6 **Which of the following is a compound sentence?**

A At first, William was astonished by his brother's reaction.
B Robert laughed again, but he wasn't smiling.
C He looked at the boy with a slight smile.
D Before the sky had even started to glow in the east, he was out the door of his family's cottage.

7 **Which sentence shows the simple future tense?**

A You now belong to me.
B It didn't.
C Poor little brother.
D I will be a knight.

8 **What does the following sentence contain?**

You can't see when you're putting the cart before the horse.

A a synonym
B a transition
C an idiom
D stage directions

Unit 2
Milestones to Achievement

- **Reteach and reassess compound sentences** Review compound sentences for students who need help with the concept. ***Say:*** *Remember that a compound sentence contains two independent clauses, or two simple sentences. You use a coordinating conjunction to join the two simple sentences. Common coordinating conjunctions are* and, but, *and* or. Write these sentences on the board: *I like vanilla ice cream. Chocolate is my favorite.* ***Say:*** *These two sentences are independent clauses. You can combine the sentences with a coordinating conjunction. When you do that, you will create a compound sentence.* ***Ask:*** *Which coordinating conjunction would you use to combine these sentences:* and, but, *or* or? Have a volunteer come to the board and join the sentences with *but.*
- **Reteach and reassess the simple tense** Review the simple future tense. ***Say:*** *Remember, the simple future tense tells about things that will happen in the future. Use the word* will *to write the simple future tense. You can also use the words* be going to. Write on the board: *Terhas will go to the movies tomorrow night. I am going to be a movie star someday.* Have students underline the words that show the simple future tense. (will; am going to)
- **Reteach and reassess idioms** For students who are having trouble with idioms, you may wish to review the concept. ***Say:*** *Remember, an idiom is a phrase that does not mean what the words actually say.* Write on the board: *I have butterflies in my stomach.* ***Say:*** *This idiom,* I have butterflies in my stomach, *is a common idiom. If you read exactly what the words say, it does not make sense. You get things in your stomach when you eat them. People do not eat butterflies. It is impossible, therefore, to have butterflies in your stomach. You can feel like you have butterflies in your stomach, though. When butterflies fly, they move their wings very quickly. Their wings flutter. When you are nervous, your stomach feels funny. Your stomach feels like it is fluttering. This explains the expression. When you are nervous, you feel you they have fluttering butterflies in your stomach. This idiom simply means that you are nervous.*

Answers
1. D
2. A
3. C
4. C
5. A
6. B
7. D
8. C

UNIT 3 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Word Web, Word Squares, Map
English-Spanish Cognates/False Cognates
Workbook Answer Key
ExamView: Unit 3, Chapter 1 Quiz
Presentation Tool: Unit 3, Chapter 1
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 3, Chapter 1 Quiz

Milestones Tracker
Unit 3, Chapter 1

Audio Program
CD 2, Tracks 2–3

Student Book
Unit 3, Chapter 1, pp. 136–165

Workbook
Unit 3, Chapter 1, pp. 109–128

Independent Practice CD-ROM
Unit 3, Chapter 1

Heinle Reading Library
The Man in the Iron Mask, by Alexandre Dumas

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

CHAPTER 1

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 136–137) 40 MIN. Explore the Theme (p. 137) 40 MIN. Theme Activity (p. 137) 40 MIN. Chapter Focus Question (p. 138) 10 MIN.		Choral Reading *Explore the Theme, questions (p. 137)
2	Student Book, Workbook	About the Reading (p. 138) 15 MIN. Build Background (p. 139) 40 MIN. Use Prior Knowledge (p. 139) 40 MIN. Vocabulary From the Reading (p. 140) 45 MIN.	Workbook (p. 109)	Repeated Reading *Build Background (p. 139)
3	Student Book, Workbook	Academic Vocabulary (p. 141) 45 MIN. Reading Strategy (p. 141) 40 MIN. Text Genre (p. 142) 35 MIN. Meet the Author (p. 142) 20 MIN.	Workbook (p. 110)	Paired Reading *Meet the Author (p. 142)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 142) 15 MIN. Reading Selection (pp. 143–149) 125 MIN.	Workbook (p. 111)	CD Assisted Reading *"The Pearl," paragraphs 1–4 (p. 143)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 143–149) 140 MIN.	Workbook (p. 112)	Use Punctuation and Type Cues *"The Pearl," paragraphs 44–47 (p. 149)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 150) 45 MIN. Academic Vocabulary (p. 150) 45 MIN. Reading Comprehension Questions (p. 151) 30 MIN. Literary Element (p. 151) 20 MIN.	Workbook (p. 113)	Repeated Reading *Literary Element (p. 151)
7	Student Book, Workbook	About the Reading (p. 152) 20 MIN. Build Background (p. 152) 20 MIN. Vocabulary From the Reading (p. 152) 30 MIN. Reading Strategy (p. 153) 40 MIN. Text Genre (p. 153) 30 MIN.	Workbook (pp. 114–116)	Reading Words in Chunks *Text Genre (p. 153)
8	Student Book, Workbook, Audio Program	Meet the Authors (p. 153) 15 MIN. Reading Focus Questions (p. 153) 15 MIN. Reading Selection (p. 154–156) 90 MIN. Reading Comprehension Questions (p. 157) 20 MIN.	Workbook (p. 117)	CD Assisted Reading *"Genes & DNA," paragraphs 1–2 (p. 154)
9	Student Book, Workbook	Spelling (Workbook p. 118) 15 MIN. Writing Conventions (Workbook p. 119) 15 MIN. Connect Readings 1 and 2 (p. 157) 20 MIN. Listening and Speaking (p. 158) 60 MIN. Reading Fluency (p. 159) 30 MIN.	Workbook (pp. 118–119)	Pair Reading *Listening and Speaking, paragraph 1 (p. 158)
10	Student Book, Workbook	Vocabulary Development (p. 159) 20 MIN. Grammar (pp. 160–161) 80 MIN. Grammar Expansion (Workbook pp. 122, 124) 40 MIN.	Workbook (pp. 120–124)	Repeated Reading *Vocabulary Development, paragraphs 1–2 (p. 159)
11	Student Book, Workbook	Writing Assignment (pp. 162-163) 60 MIN. Writing Support (p. 163) 20 MIN. Progress Check (pp. 164–165) 60 MIN.	Workbook (pp. 125–128) Have students study for the Chapter 1 Assessment.	Use Punctuation and Type Cues *Student Model (p. 162)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 3, Chapter 1 Test) 140 MIN.		Echo Reading *"The Medicine of Laughter," paragraphs 1–2 (p. 165)

UNIT 3 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Web, Word Squares, Vocabulary Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 3, Chapter 2
ExamView Assessment: Unit 3, Chapter 2 Quiz
ExamView Assessment: Unit 3 Test
ExamView Assessment: Mid-Book Exam
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 3, Chapter 2 Quiz
Unit 3 Test
Mid-Book Exam

Milestones Tracker
Unit 3, Chapter 2

Audio Program
CD 2, Tracks 4–5

Student Book
Unit 3, Chapter 2, pp. 166-189
Unit 3, Apply & Extend, pp. 190-196
Unit 3, Milestones to Achievement, pp. 197-199
Milestones Handbook, pp. 409-449

Workbook
Unit 3, Chapter 2, pp. 129–148

Independent Practice CD-ROM
Unit 3, Chapter 2

Heinle Reading Library
The Man in the Iron Mask, by Alexandre Dumas

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 166) 10 MIN. About the Reading (p. 166) 15 MIN. Build Background (p. 167) 30 MIN. Use Prior Knowledge (p. 167) 40 MIN. Vocabulary From the Reading (p. 168) 45 MIN.	Workbook (p. 129)	Reading Words in Chunks *Build Background (p. 167)
14	Student Book, Workbook	Academic Vocabulary (p. 169) 50 MIN. Reading Strategy (p. 169) 50 MIN. Text Genre (p. 170) 40 MIN.	Workbook (p. 130)	Repeated Reading *Reading Strategy (p. 169)
15	Student Book, Workbook, Audio Program	Meet the Author (p. 170) 20 MIN. Reading Focus Questions (p. 170) 15 MIN. Reading Selection (pp. 171–175) 105 MIN.	Workbook (p. 131)	CD Assisted Reading *"Justice First," paragraphs 1–2 (pp. 171–172)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 171–175) 140 MIN.	Workbook (p. 132)	Paired Reading *"Justice First," paragraphs 7–9 (pp. 174–175)
17	Student Book, Workbook	Apply the Reading Strategy (p. 176) 45 MIN. Academic Vocabulary (p. 176) 45 MIN. Reading Comprehension Questions (p. 177) 30 MIN. Text Element (p. 177) 20 MIN.	Workbook (p. 133)	Repeated Reading *Text Elements (p. 177)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 178) 15 MIN. Build Background (p. 178) 15 MIN. Vocabulary From the Reading (p. 178) 30 MIN. Reading Strategy (p. 179) 30 MIN. Text Genre (p. 179) 30 MIN. Meet the Author (p. 179) 20 MIN.	Workbook (pp. 134–136)	Reading Words in Chunks *Build Background (p. 178)
19	Student Book, Workbook	Reading Focus Questions (p. 179) 15 MIN. Reading Selections (p. 180) 105 MIN. Reading Comprehension Questions (p. 181) 20 MIN.	Workbook (p. 137)	Choral Reading *"Blowin' in the Wind," paragraphs 1–3 (p. 180)
20	Student Book, Workbook	Spelling (Workbook p. 138) 15 MIN. Writing Conventions (Workbook p. 139) 15 MIN. Connect Readings 1 and 2 (p. 181) 20 MIN. Listening and Speaking (p. 182) 60 MIN. Reading Fluency (p. 182) 30 MIN.	Workbook (pp. 138–139)	Echo Reading *Listening and Speaking (p. 182)
21	Student Book, Workbook	Vocabulary Development (p. 183) 20 MIN. Grammar (pp. 184–185) 80 MIN. Grammar Expansion (Workbook pp. 143–144) 40 MIN.	Workbook (pp. 140–144)	Paired Reading *Vocabulary Development, first two paragraphs (p. 183)
22	Student Book, Workbook	Writing Assignment (pp. 186–187) 60 MIN. Writing Support (p. 187) 20 MIN. Progress Check (pp. 188–189) 60 MIN.	Workbook (pp. 145–148) Have students study for the Chapter 2 Assessment.	Echo Reading *Student Model (p. 186)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 3, Chapter 2 Quiz) 140 MIN.		Reading Words in Chunks *"A Hero for Justice" (p. 189)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 190–191) 120 MIN. Media Workshop (p. 191) 20 MIN.	Prepare Media Workshop (Student Book p. 191)	Repeated Reading *Media Workshop, paragraphs 1–2 (p. 191)
25	Student Book, Workbook	Media Workshop (p. 191) 120 MIN. Writing Workshop (pp. 192–194) 20 MIN.	Prepare Writing Workshop (Student Book pp. 192–194)	Reading Words in Chunks *Student Model (p. 192)
26	Student Book, Workbook	Writing Workshop (pp. 192–194) 120 MIN. Projects (p. 195) 20 MIN.	Prepare Project (Student Book p. 195)	Choral Reading *Revising and Editing Checklist (p. 194)
27	Student Book, Workbook	Projects (p. 195) 140 MIN.		Paired Reading *Project 1 (p. 195)
28	Student Book, Workbook	Milestones to Achievement (pp. 197–199) 110 MIN. Review 30 MIN.	Have students study for the Unit 3 Assessment.	Repeated Reading *"Blowin' in the Wind" (p. 197)
29	Assessment Book	Unit 3 Assessment (Assessment Book, Unit 3 Test) 140 MIN.	Have students study for the Mid-Book Exam.	Echo Reading *"Rosa Parks," paragraphs 1-3 (p. 198)
30	Assessment Book	Mid-Book Exam (Assessment Book, Mid-Book Exam) 140 MIN.		

Unit 3
Preview the Unit

Preteach and Prepare

Preteach

Preview Write the word *justice* on the board. ***Ask:*** *What does* justice *mean to you?* Have students brainstorm the meaning of the word. Ask them to provide examples of justice. (a good deed being rewarded; a bad deed being punished)

Vocabulary

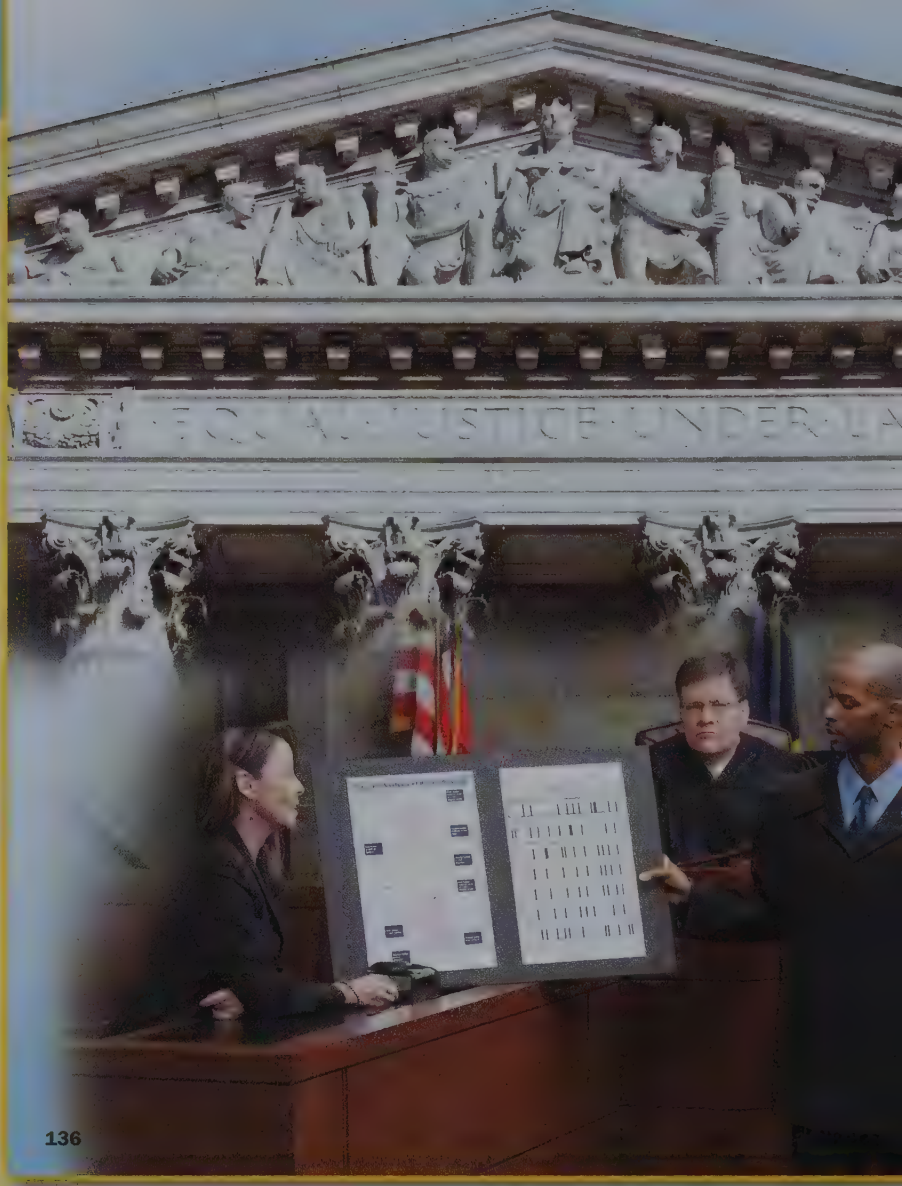
- **Build background** Have students list other words that are linked to *justice* in some way. (court, law, lawyer, judge)
- **Ask questions to elicit information** ***Ask:*** *In the justice system, who tries to find the people who have broken the law?* (police)

Grammar

Usage In this chapter, students will learn about the progressive tense. ***Say:*** *The dog is* eating *his dinner.* ***Ask:*** *In this sentence, when does the action take place—in the past, the present, or the future?* (present) *Has it ended?* (No, the action is ongoing, or progressive.)

View the Picture

- **Preteach** In this unit, students learn about justice. ***Ask:*** *Where does the scene on page 136 take place?* (a court) *Who do you see in this picture?* (judge, lawyer, witness) *Which person is the judge?* (man behind table) *How can you tell?* (his robe and his position behind desk)
- **Relate to personal experience** ***Ask:*** *Have you ever seen a TV show that featured a court? What was it about?* (Answers will vary: any TV courtroom drama)
- **Critical viewing** Point to the chart that the lawyer is holding up. ***Ask:*** *What is the lawyer holding?* (a chart) *Why do you think the lawyer is showing the chart to the court?* (because it has something to do with the case) Have partners write a caption that explains what the lawyer is doing.



Differentiated Instruction • Explore the Theme

Scaffolding

Ask students to think about the idea of justice in nature. Give an example. ***Say:*** *In the forest, big animals kill small animals for food. A fox catches a rabbit.* ***Ask:*** *Do you think there is* justice *in nature?* (Most students will say that there is no justice.) *Is there more justice among people than in nature?* (Most students will say that there is more justice in the human world.) *What does the human world have that the natural world does not have?* (laws and the idea of justice)

Extension

Have pairs of students create a visual (for example, a painting, a mural, a mobile, or a collage) to show their ideas of justice. ***Say:*** *What does justice mean to you? Does it mean courts, lawyers, and judges? Does it mean the struggle for freedom for all people? Or does justice to you mean something more personal—fairness between people? Create a picture of what justice means to you.* When the visuals are completed, ask partners to share them with the class.

Justice

UNIT 3

Explore the Theme

1. What is justice?
2. How do these pictures show the idea of justice?
3. Why do we have rules and laws? How do they help to create a fair and just society?

Theme Activity

Work in a small group. Make a list of your school's rules. Discuss the rules. How do the rules create fairness at your school? How can your school be sure that everyone follows the rules?



Grouping Strategies

Making Connections Occasionally permit students to choose their own partners, as they will be more comfortable working with friends. However, whenever possible, create pairs so that a student with strengths in one area is paired with a student with strengths in a different area. You may also pair different personality types (outgoing with quiet, for example) to get students to interact in new ways. Try to get a good mixture of pairs. In most cases, try to make students comfortable, but occasionally take them out of their comfort zone for a more challenging pairing.

Social Studies Connection

Explain symbols Have students focus on the photo of the statue of the goddess of justice. ***Say:*** *This is Themis, an ancient goddess of justice.* ***Ask:*** *Why do you think she is wearing a blindfold?* (To show that she does not see the people in a trial, only the facts.) *Why do you think she is holding a scale?* (To show that she "weighs" each side of the case fairly.) Have students look on the Internet for more information about this symbol and share their findings with the class.

Unit 3
Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: KWL Chart

- **Classroom management** Be aware that class members may not have positive associations with the law and justice systems (police and immigration problems, for example). Respect these students' privacy.
- **Teacher think aloud** ***Say:*** *Justice is fairness. Our system of justice is our system of laws. Our laws are rules. Our laws say that* everyone *must be treated equally. Everyone must be treated fairly. When people are treated equally and fairly, there is justice.*
- **Graphic organizer** Make a **KWL chart** (Know—Want to Know—Learned). The "K" (Know) column is for students to write what they already know about justice. The "W" (Want to Know) column lists what students want to know about justice. At the end of Unit 3, revisit the KWL chart and have students fill in the "L" (Learn) column about what they have learned about justice.

Reading Fluency

Choral Reading Explore the Theme questions

Sample Answers

1. Justice is fair treatment.
2. The courtroom shows justice being determined by the legal system. The statue shows the symbol of justice, blind to popular opinion and weighs evidence equally on both sides of an issue. The words "Equal Justice Under Law" on the Supreme Court Building in Washington, D.C., show that justice provided by the law should be fair to all.
3. Rules and laws help make sure everyone is treated fairly.

Theme Activity

- **Preteach vocabulary** Go over words that students might need to describe justice *(legal, judge, jury, verdict, sentence, fair, equality, enforce, just).*
- **Relate to personal experience** Ask the students to think about rules in their home and how the rules are enforced. Discuss the responsibilities of the people living in a home to get along, cooperate, and agree to accept rules.

Sample Answers

School rules, examples: No cheating; Be quiet during class hours; Be respectful at all times; etc. Rules create fairness by treating all people equally. To make students follow the rules, the school must enforce the rules at all times equally to everyone and follow up with consequences for those who break the rules.

Objectives

Reading Strategies
Say: *A prediction is a guess about the future.* ***Ask:*** *When you hear thunder and see dark clouds, what prediction can you make?* (It will rain.) *What facts and reasons back up your prediction?* (Thunder and dark clouds usually bring rain.)

Listening and Speaking
Explain to students that role-playing is pretending you are someone else and acting like that person. ***Say:*** *You will pretend that you are in a courtroom in this chapter.*

Grammar
Explain to students that verbs that end in *-ing* are called present participles. ***Say:*** *The word* talking *is the present participle of the verb* to talk. ***Ask:*** *What is the present participle of these verbs: run* (running), *sing* (singing), *laugh* (laughing)? Tell students that all progressive tenses use the present participle.

Academic Vocabulary
Say each of the following words and ask students to guess the academic vocabulary word that is the best match. ***Say:*** *A guess* (prediction); *to judge* (evaluate); *to show differences* (contrast); *change* (adjustment); *facts that prove* (evidence).

Informal Pre-Assessment
Write the words on the board: *beautiful, smooth, ugly.* ***Ask:*** *Which word is the antonym of* beautiful*?* (ugly) Invite a volunteer to name the antonym of *smooth.* (bumpy, rough)

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preteach ***Say:*** *Justice is fairness.* ***Ask:*** *Is justice—or fairness—important to you? Give me an example of something that is not fair.* (Answers will vary.)

About the Reading

Vocabulary development ***Ask:*** *What is a pearl?* Explain that a *pearl* is a small, smooth, white ball. Pearls are used to make jewelry. Explain that pearls are made by oysters, shellfish that live in the sea.

CHAPTER 1

Objectives

Reading Strategies
Make predictions; Question the author

Listening and Speaking
Role-play a trial scene

Grammar
Review the progressive tenses; Identify and use the perfect tenses

Writing
Write a story about healing

Academic Vocabulary

prediction	contrast
evidence	evaluate
adjustment	

Academic Content

Map of the Baja California peninsula
DNA
DNA fingerprinting

Chapter Focus Question

How can nature and science help to bring about justice?

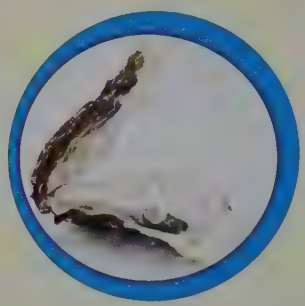
Reading 1 **Literature**
Novella (excerpt)
The Pearl
by John Steinbeck, retold by Sally Stockton

Reading 2 **Content:** Science
Informational text: Science reference book (excerpt)
Genes & DNA
by Richard Walker

The Pearl

About the Reading

You are going to read a story about Kino, a poor, Mexican pearl diver. In this story, Kino and his family experience both good and evil. When Kino's son, Coyotito, becomes very ill, Kino tries to find a way to help him. Kino finally finds a way when he discovers a special pearl.



Differentiated Instruction • Use Prior Knowledge

Scaffolding
Ask students to work in pairs. Have each list a prediction made in the past year. Then have them say whether each prediction turned out to be right or wrong. Ask them to evaluate: what prior knowledge did they use to make the predictions? Urge students to reflect on predictions. After they make a prediction they should evaluate how well it turned out. In this way students can sharpen their skills and learn to make more accurate predictions.

Extension
Have students form groups of four to discuss the following situation. ***Say:*** *A sick person goes to the doctor. The doctor refuses to help the sick person because he does not have money.* ***Ask:*** *Does the doctor have a right to turn the person away?* Have students discuss the situation and present some answers. ***Ask:*** *What would be a fair way to solve this situation?* (Responses will vary. Students may decide that the doctor has a responsibility to help even if he or she can't be paid.)

Build Background

The Baja California Peninsula

The Pearl takes place in La Paz, the capital city of the Mexican state of Baja California Sur. Baja California Sur is located on the southern part of the Baja California peninsula. The peninsula begins from the southern border of the United States, and California, and extends 760 miles south into the Pacific Ocean.

The Pearl is similar to a story that the author, John Steinbeck, heard while he was traveling by ship along the coast of the Baja California peninsula. The captain of the ship told the travelers old Mexican legends about boys who found valuable pearls and threw them back into the sea.



Use Prior Knowledge

Recall Sudden Changes

For most people, one day is similar to the next. You have a routine that you follow, and changes usually happen over a long period of time. But sometimes an event happens that changes your life in a big way. Sudden changes can be planned, like starting a new school year, or not planned, like breaking an arm. An unplanned event in *The Pearl* causes a big change in the lives of the characters.

Think about some sudden changes you have experienced and the effect they had on your life. Make a chart like the one below, and write about these changes.

Event	Planned or Not planned	How it changed my life
My grandmother came to live with us.	*Not planned*	*I had to give up my bedroom and share a room with my sister.*

Science Connection

Define and clarify This selection introduces students to scorpions. Tell them that scorpions are poisonous insect-like creatures. They use their poison to hunt and to protect themselves from attack. Some scorpions are dangerous to humans. There is only one dangerous kind of scorpion in the United States. Scorpions like cool, dark places. A common place to find the scorpion is hiding inside of a shoe.

Cultural Connection

Connect *The Pearl* takes place in Baja California, a peninsula separated from the rest of Mexico by the Sea of Cortés. This sea is named for Hernan Cortés, the Spanish conqueror of Mexico in the 1500s.

In the story, Steinbeck describes two groups in the town: Spanish Mexicans and Mexican Indians. Baja was home to at least three Indian groups when the Spanish arrived in the 1530s. The story's main characters speak "the Indian language" among themselves.

Build Background

The Baja California Peninsula

- **Pre-assess** Determine what students already know about Baja California. ***Ask:*** *Where is Baja California?* Point out that though Baja is called "California," it is not a part of the state of California or the United States. Baja is part of Mexico.
- **Teach** Explain that many people in Baja California make their living from the sea. Fishing is the most common job in Baja. Jobs that have to do with fishing, such as boat-making and working in a fish market, are also common in Baja.
- **Preteach vocabulary** *Poison* is a substance that kills or harms living things. Many animals have poisons to kill prey or defend against enemies. Poisonous animals include spiders, scorpions, snakes, frogs, and lizards.

Reading Fluency

Repeated Reading Build Background

Use Prior Knowledge

Recall Sudden Changes

- **Preview** ***Say:*** *Some changes happen slowly. You grow taller every year. Your growth happens slowly over a period of time. Other changes happen suddenly. There's a big storm and the lights go out. That is a* sudden *change. Name some sudden changes in your lives.* (Responses will vary.) *What changed? How did you react to the change?* Stress that students should keep their own experiences with sudden change in mind as they read the story.
- **Prepare** ***Say:*** *Imagine you are on your way home from school. What happy event could make you go somewhere else instead?* Discuss the events that students suggest in class.

Answers

The students' answers in the chart may vary but should clearly indicate an event, whether or not it was planned, and report the effect of the event on his or her own life.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

embarrassed *(ashamed, bewildered, crushed, rattled, shamed)*
ignorant *(dense, inexperienced, misinformed, untrained, witless)*
obedient *(compliant, devoted, dutiful, faithful, willing)*
patient *(calm, composed, gentle, serene, tolerant)*
refuse *(deny, decline, protest, withdraw, withhold)*
serious *(humorless, grave, grim, sedate, stern)*

Use the **Word Web.** Write one of the Key Vocabulary words in the center box. Have volunteers supply words for the circles that radiate from the center. Finish the Word Web, then instruct students to copy and complete similar diagrams for the other Key Vocabulary words.

- **Word recognition** Have students identify the roots in the Key Vocabulary words: *embarrass* (embarrassed), *ignore* (ignorant), *obey* (obedient) and *refuse* (refused).
- **Preview** Understanding the Key Vocabulary words will help students better understand the story.
- **Relate to personal experience** Define *scared* as "being afraid." Ask student volunteers to describe a time when they have felt scared.

Practice Vocabulary Sample Answers

1. when they don't know rules; 2. when you have waited a long time; 3. to avoid dangers; 4. a dangerous place; 5. ugly clothing; 6. the police

Use Vocabulary Sample Answers

1. Good idea: to refuse to go near a poisonous animal; Not a good idea: to refuse medicine after being poisoned.
2. Good idea: to be patient when waiting for your parents; Not a good idea: to be patient in an emergency
3. Good idea: to be serious about schoolwork; Not a good idea: to be serious at a party.

Checkpoint Sample Answers

1. I am ignorant of how people live in foreign countries.
   I am patient with my little brother.
   My dog is obedient.
   I refuse to eat junk food.
   I was embarrassed when I did not know the answer
   I am serious about basketball.
2. I tried out for the track team, and I really wanted to know if I made it. I tried to be patient and waited until the next day to find out.

Before Reading 1

Key Vocabulary
embarrassed
ignorant
obedient
patient
refuse
serious

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read the sentences. Look at the **highlighted** word. Use the context of the sentences to determine the meaning of the word.

1. Katie's brother teased her about her new hairstyle in front of others. Katie was **embarrassed.**
2. Some newcomers to our city drive too fast because they don't know our city's speed limit. They are **ignorant** of the laws for driving in our city.
3. Manuel comes home by 5:30 PM every night because his parents asked him to. He is **obedient** to his parents' wishes.
4. We waited 45 minutes in the long line at the airport. We weren't happy about waiting, but we tried to remain **patient.**
5. Chris asked his younger sister to eat her vegetables, but she **refused.** She left all the vegetables on her plate.
6. Mrs. Vega had a **serious** meeting with her employees. They discussed important problems in the company.

Practice Vocabulary Answer each question.

1. When might someone appear **ignorant**?
2. In what situations is it difficult to be **patient**?
3. Why should young children be **obedient**?
4. What is a place some people **refuse** to go?
5. What might cause someone to be **embarrassed**?
6. Who does **serious** work?

Use Vocabulary Independently Think about the Key Vocabulary words in positive (+) and negative (–) situations. When might it be a good idea to **refuse** to do something? Give examples for the other Key Vocabulary words in a positive context. When might it not be a good idea to **refuse** to do something? Give examples for the other Key Vocabulary words in a negative context. How does the context affect the meaning of the word?

Checkpoint
1. Use each Key Vocabulary word in a sentence.
2. Tell about a time you were **patient.**

Vocabulary Log | Workbook page 109 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

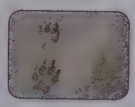
Have students work together in groups to pantomime the Key Vocabulary words. For example, to pantomime the word *obedient,* two students can act out a scene with a dog being obedient to its master. For *patient,* one student could act out being in a great hurry, while a second student waits *patiently.* Have groups perform their routines in front of the class. Viewers must guess the word after the performance is over.

Extension

Have students think of synonyms and antonyms for the Key Vocabulary words. Students can think of words on their own, or use a dictionary or thesaurus. For example, the following synonym/antonym pairs could be listed: *embarrassed: ashamed, proud; ignorant: uneducated, wise; obedient: respectful, disobedient (or naughty); patient: calm, impatient; refuse: decline, agree; serious: stern, cheerful.* Students should then create sentences with each word.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
prediction *noun*	a statement about what may happen in the future	Mia saw the dark clouds and made a **prediction** that it would rain soon.	
evidence *noun*	words or objects that support the truth of something	I have **evidence** that my dog went outside. I found his pawprints on the ground and mud on his paws.	
adjustment *noun*	a small change to make something correct	Mr. Roberts made an **adjustment** to his necktie so that it was straight.	

Draw a picture and write a sentence for each word.

Reading Strategy

Make Predictions

When you make a **prediction,** you say what you think will happen in the future. A **prediction** is more than a guess. To make a **prediction,** you find **evidence** from the reading to get an idea about what you think will happen. **Evidence** may include information in the text, such as titles, topic sentences, important words, and foreshadowing clues (clues about future events). It can also include an illustration or your own knowledge. Sometimes, new **evidence** confirms your **prediction,** or shows that it is correct. Other times, the new **evidence** may cause you to make an **adjustment** to your **prediction.** Making **predictions** will help you to understand a text more fully.

1. As you read each page of *The Pearl,* predict what may happen next. Look for **evidence** in the text and illustrations. Also, use your own knowledge.
2. Copy the chart. As you read, write your **predictions** and your **evidence** in the chart. Use new **evidence** to make **adjustments** to your **predictions.** You will confirm your **predictions** after you read.

Prediction Chart

Prediction 1
Page in reading:
Prediction:
Evidence:
Adjustment/ Confirmation:

Prediction 2

Checkpoint

1. What kind of **evidence** can you use to make a **prediction?**
2. How do you confirm a **prediction?**

Vocabulary Log | Workbook page 110 | Independent Practice CD-ROM/Online

Listening and Speaking Strategies

Connect Tell students that the Key Vocabulary word "patient" refers to an important listening skill. ***Ask:*** *How is being patient an important listening skill? Why is it sometimes difficult to be patient as a listener? What are some other good listening skills?* Discuss listening skills, such as being quiet, being respectful of the speaker, not interrupting, making eye contact, and asking appropriate questions.

Arts Connection

Connect Have students draw a picture for each Key Vocabulary word. For example, for *serious* they might draw a picture of a person with a solemn expression on his or her face. To show *embarrassed,* they might draw a person who has just spilled a glass of milk. Each drawing should be labeled with its vocabulary word. Have the students display their work in the classroom.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

prediction *(guess, outlook, forecast, projection)*
evidence *(proof, principle, solution, invention)*
adjustment *(adaptation, alteration, correction, improvement)*

Use the **Word Squares.** Write one of the Academic Vocabulary words in the upper left box. Write its definition in the upper right box. Have students suggest a sentence that uses the word for the lower left box. Finally, have students suggest an image of the word for the lower right box. Students should complete a word square for each Academic Vocabulary word.

- **Vocabulary development** Ask students if they have ever made a prediction. ***Ask:*** *What did you predict? What facts did you base your prediction on?* (Responses will vary.) *Was your prediction correct?* (Responses will vary.)
- **Paired discussion** Have students work in pairs to compare their drawings and sentences.

Reading Strategy

Make Predictions

- **Preteach** ***Say:*** *A prediction is a guess about what will happen. A good prediction is based on facts and reasons.*
- **Teacher modeling** ***Say:*** *As I'm reading, I sometimes feel like I know what will happen next. I make a prediction. I use what I know about life. I use clues that I get from the story and from the illustrations. Of course, my prediction must make sense for the story. When I finish the story, I'll see whether my prediction was correct.*

Checkpoint Sample Answer

1. When reading, you can use background knowledge, titles, topic sentences, important words, and foreshadowing clues to make a prediction about what will happen next.
2. When you get to the end of the story, you see whether what you predicted took place.

Text Genre

Novella

- **Clarify features** ***Say:*** *A* novella *is a short piece of fiction. Short stories are usually 20 pages or fewer. A novella is longer than a short story, but shorter than a book-length novel.*
- **Apply** Tell students that a *parable* is a story that ends with a moral, or lesson. Parables often involve characters facing a choice. They must decide what to do. A parable shows the result of the decision. The reader learns a lesson by seeing what happened to the character in the story. *The Pearl* is an example of a parable.
- **Compare** Have students compare what they have just learned about parables to what they learned about fables in Unit 1 Chapter 2. ***Ask:*** *How is a parable similar to a fable? What elements does one have that the other does not.* After students read *The Pearl*, have them compare its theme to that of "We Are All One."

Meet the Author

John Steinbeck

Explain author background Tell students that John Steinbeck wrote about ordinary people he saw around him. He also visited places that he wanted to write about. *The Pearl* takes place along the coast of Baja California, a rugged peninsula in Mexico.

Reading Fluency

Paired Reading Meet the Author

Reading Focus Questions

Teacher think aloud ***Say:*** *First, I should think about* justice *as I read.* Justice *is fairness. So I should pay attention to the idea of fairness in the story.*

Second, I should think about the author's purpose as I read. Does he want to inform? To entertain? To teach something?

Finally, I should think about the world of nature and the world of people. Can people ignore nature? If we do, what might happen?

Sample Answers

1. When Kino and Juana are not treated fairly by the doctor, they find justice in a large pearl that they hope will solve their problems.
2. The author wanted to entertain his readers and teach a lesson at the same time.
3. Answers will vary.

Checkpoint Answers

1. A novella is shorter and more simple than a novel.
2. A parable is a story that teaches a lesson.

Before Reading 1

Build Your Knowledge

The Pearl is based on a Mexican legend, a form of imaginative literature. A legend is an old story that is passed down over time. It has historical elements, such as a historical time or place, but it can't be proven as a true story. Legends often involve realistic but unbelievable events.

Text Genre

Novella

The Pearl is a **novella.** A novella is similar to a novel, but it is shorter. It has the same features as a novel. *The Pearl* is often called a parable, or a simple story with realistic characters, setting, and events that illustrates a moral or a lesson.

In his introduction to *The Pearl*, John Steinbeck says, "If this is a parable, perhaps everyone takes his own meaning from it and reads his own life into it." As you read *The Pearl*, think about the message or lesson you take away from the story. Also, look for these features.

Novella	
narrator	person who tells the story
characters	people or animals in the story
setting	time and place in which the story happens
plot	series of events in the story
theme	meaning or message of the story

Meet the Author



John Steinbeck was born in Salinas, California, in 1902. He lived the early part of his life in Monterey County, California, which is the setting for most of his fiction. It was in this region that Steinbeck developed his knowledge and love of the natural world and different cultures. Steinbeck often used his writing to express his views on social situations around that time. Steinbeck wrote many books, including *Of Mice and Men* (1937), *The Grapes of Wrath* (1939), and *East of Eden* (1952). He received the Nobel Prize for Literature in 1962.

Reading Focus Questions

As you read, think about these questions.

1. How does *The Pearl* relate to the theme "Justice"?
2. What do you think was the author's purpose for writing *The Pearl*?
3. Which is more powerful—people or nature?

Checkpoint

1. How is a **novella** different from a novel?
2. What is a **parable**?

Workbook page 111
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Point out that *The Pearl* is an excerpt, or a part, of a larger novella. ***Ask:*** *What is an excerpt?* (An excerpt is a part of a larger text that stands alone.) *How does reading an excerpt help you save time?* (You don't need to read the entire text, but you still get a good idea of what the story is about.) *What should you do if you finish an excerpt and want to find out more?* (Get the book from the library and read the complete story.)

Extension

Use literature Find copies of *The Pearl* for students who wish to read the complete novella. (You may also have students look on the Internet for a summary.) Before they read the novella, have students make predictions about the ending. Then have the students who read the entire novella give a summary to the class. Compare the predictions of the class to the actual events in the story. ***Ask:*** *How was the complete novella different from the excerpt?* (Responses will vary.)

Reading 1
Literature

The Pearl

by John Steinbeck



1 When Kino woke up it was still dark and the stars were still shining in the sky. The birds were singing and the pigs were looking for something to eat.

2 He looked out through the doorway. Then he looked at the box where his baby son, Coyotito, was sleeping. He turned his head toward Juana, his wife. She was looking at him as she always did when he woke up.

3 Kino heard the sound of the waves on the beach. He closed his eyes again and listened to the music of the sea. His people loved music, and long ago they made songs about what they saw, or heard, or thought. A song came into Kino's head—the Song of the Family.

4 Juana got up quietly and went to the box where Coyotito slept. She whispered some loving words to her baby son and then went to light the fire. Kino got up and pulled his blanket around his head and shoulders. He put on his sandals and went outside to watch the **dawn.** Inside the little house Juana was busy making **corn-cakes** for breakfast.

5 Kino heard Juana take Coyotito out of his box and wash him. She sang an old song as she fed him. It was part of the Song of the Family, and Kino felt warm and safe as he listened to it. Yellow light fell on the house. The world was awake now, and he went inside.

6 Juana stood up from the fire as Kino came in. She put Coyotito back into his box. Kino sat by the fire, ate a hot corn-cake, and drank some **pulque.** When he had finished, Juana sat down and ate.

Reading Strategy

Make Predictions Do you think Kino and Juana's day will stay calm and peaceful? Explain your thinking.

Reading Check

1. **Recall details** What music does Kino hear on the beach?
2. **Infer** How does Kino feel about his wife and child?

dawn the beginning of the day when the sun rises
corn-cakes small Mexican cakes made of flour, butter, corn, cornmeal, and other ingredients
pulque a Mexican drink made from the agave plant (similar to cactus)

Science Connection

Connect Have the students use books, magazines, and Internet sources to learn about pearls. Ask students to find answers to such questions as: *Where do pearls come from?* (oysters, underwater shellfish) *How are pearls made?* (A pearl starts as an irritation on the inside of the oyster shell. The oyster covers it with layers of shiny material, which forms the pearl.) *How valuable are pearls?* (Large natural pearls are rare and valuable, worth thousands of dollars.) *What are cultured pearls?* (People place a bead inside the oyster to force it to make a pearl.) *How are natural pearls found?* (Divers search oyster beds. They may find only one valuable pearl in a ton of oysters.) *What are the shapes and colors of pearls?* (Pearls can be black, white, gold, silver, and cream colored. The most valuable pearls are round, but pearls can form in any variety of shapes.)

Unit 3 • Chapter 1
Reading 1: Literature

The Pearl by John Steinbeck, retold by Sally Stockton. Copyright © 2005 Black Cat Publishing, an imprint of Cideb Editrice, Genoa, Canterbury.
Student Edition pages: 143–149; **Description of changes:** Excerpted text from novella; **Rationale:** Fit, readability

Read the Selection

CD 2, Track 2 (optional)
Instructional Routine for Reading page Txxvi
Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have the students preview the text by identifying the title *(The Pearl)*, the author (John Steinbeck), and the text type (literature).
- **Reading Aloud** Teacher reads aloud as students follow along in their own text.
- **Interpret the image** Ask students to look at the photo. ***Ask:*** *What is this a picture of?* (a coastal area) *What do you see on the water?* (boats) *What might these boats be used for?* (fishing or diving)
- **Writing convention preview** Students will learn about capitalization on Workbook page 119. Preview capitalization by pointing out capitalized sentences and proper nouns on page 143.

Reading Fluency

CD Assisted Reading "The Pearl," paragraphs 1–4

Reading Strategy

Teacher modeling ***Say:*** *As I read, everything seems calm and peaceful. I don't see anything that might upset this mood. Yet I know that surprises can happen. But for now I will assume that everything will stay calm.* ***Ask:*** *If there is a surprise, can you predict what it might be?* (Predictions should vary; students have little on which to base a prediction.)

Reading Strategy Sample Answers
No, I think something exciting will happen. In most stories there is a problem. I expect something will cause a problem here.

Reading Check Answers
1. the music of the sea
2. He loves them and is happy to be with them as a family.

Read the Selection

- **Preteach vocabulary** Define the words *evil* (wrong or bad), *enemy* (someone who wants to hurt you), and *neighbors* (people who live nearby).
- **Paired reading** Students read page 144 orally, taking turns.
- **Interpret the image** Discuss the photograph of the scorpion. Have them compare the scorpion with its description in the text. ***Ask:*** *Where is the scorpion's sting located?* (in its tail)
- **Vocabulary development** Focus the students' attention on the phrase "heard in his head." ***Ask:*** *Do you think Kino actually hears the song with his ears?* (no) *Then how is he able to hear it?* (with his imagination)
- **Writing convention preview** Explain that a song title is capitalized. So the song that Kino hears in his head, "The Song of Evil" has capital letters. Have volunteers name other songs. Write them on the board and ask volunteers to underline the capital letters.

Reading Strategy

Practice the strategy Have a volunteer read the first sentence on page 144. Ask the class to predict what this moving thing might be. ***Ask:*** *Do you think the thing could be dangerous? Why or why not?* (Responses will vary.)

Reading Strategy Answer
Juana will call for the doctor. The evidence is the lines, "When she was ill she did not need a doctor. But now she did something very surprising."



7 Suddenly something moved near Coyotito's box. Kino and Juana stood still. A **scorpion** was moving slowly toward Coyotito. A scorpion's tail has a **sting** in the end, a sting that can kill. Kino heard the Song of Evil, the song of the enemy, in his head. Kino moved carefully across the room with his eyes on the scorpion.

8 Coyotito laughed and put up his hand toward the scorpion. The scorpion sensed the danger, stopped and lifted its tail over its back. Kino stood perfectly still. He could not move until the scorpion moved. He put out his hand very slowly. But at that moment Coyotito laughed and his box moved. Kino quickly tried to catch the scorpion, but it was too late. It stung Coyotito's arm. Kino cried out, threw the scorpion on the ground and killed it. The Song of the Enemy was in Kino's ears as Coyotito cried in pain.

9 Juana took the baby in her arms. She sucked the poison from the red scorpion bite and **spat** it out. The neighbors heard the baby's cries and they ran to the house.

10 Juana lifted her mouth from the bite. It was red and getting bigger. Everyone knew about scorpions. An adult could get very ill from the poison, but a baby could easily die.

Reading Strategy
Make Predictions
Predict the surprising action that Juana does. Which foreshadowing clues helped you make your prediction?

11 Juana was small but strong. She was **obedient**, cheerful and **patient** and she worked hard. When she was ill she did not need a doctor. But now she did something very surprising.

scorpion animal that carries poison in its tail; it ranges in size from 1/2 inch to 8 inches
sting sharp part of an animal that often contains poison
spat sent liquid out of the mouth

Differentiated Instruction • Reading Comprehension

Scaffolding

After students read this page, have them recall the predictions they made after reading the first page. ***Ask:*** *Were your predictions correct or incorrect?* (Responses may vary.) Point out that predictions do not need to be correct to be useful. ***Say:*** *The important thing is that making predictions keeps you thinking about what you read. As you read, look for clues, evidence, and other signs that may make you change your predictions. A prediction does not have to be correct—it is to help you look for important story clues.*

Extension

Have students research information on other poisonous animals (snakes, toads, poison dart frogs, gila monsters, stonefish, stingrays, wasps, jellyfish, and ants). Animals such as snakes, spiders, and scorpions inject poison into enemies and prey. The Portuguese man o' war jellyfish injects poison to animals that touch them. Animals such as frogs or toads are poisonous to other animals that touch or eat them.

12 "The doctor," she said. "Go get the doctor."

13 The neighbors said, "Juana wants the doctor." The doctor never came to the brush houses. He spent all of his time with the rich people who lived in the stone houses in the town.

14 "The doctor won't come to us," Kino said to Juana.

15 "Then we'll go to him," Juana said.

16 Juana covered the baby with her **shawl** and walked past the crowd of people. Kino and the neighbors followed her.

17 They walked to the center of the town to the big stone houses. The houses had thick walls and cool gardens with beautiful flowers. The poor people passed in front of the church and more people followed them. Now everyone knew about the baby and the scorpion.

18 Four beggars in front of the church looked at Kino and Juana's old clothes. They saw that Juana and Kino were poor. They knew about everything that happened in the town, and they knew about the doctor too. They knew that he was **ignorant**, **cruel** and **greedy**. They followed Juana and Kino because they wanted to see what the fat, lazy doctor did for a poor baby.

Reading Strategy

Make Predictions What do you think the doctor will do for the baby? Which important words in the text help you make that prediction?



Reading Check

1. **Recall details** Why does the scorpion sting Coyotito?
2. **Infer** How do you know that the scorpion represents "evil"?
3. **Compare** How do the houses in the town compare with the houses by the sea?

shawl large piece of cloth worn around the head or shoulders
cruel mean
greedy wanting more of money or food than is fair or needed

Cultural Connection

Connect Kino and Juana speak an Indian language that may no longer exist. In fact, there are over 6,000 different languages spoken on Earth right now. Many of them will be gone within one hundred years. As international languages, such as Spanish, Portuguese, and English spread, speakers of other languages stop speaking them to their children. Eventually, there is no one left to speak the language. Researchers are working to record these languages before they are lost forever.

Science Connection

Connect Explain to students that Juana did the correct thing to try to save her baby. She tried to get the poison out by sucking it into her own mouth, and then spitting it out. ***Ask:*** *Should Juana have been worried about being poisoned herself?* (She should have been worried, but scorpion stings are less harmful to adults, and she made sure to spit out the poison so little entered her body.) Discuss what students should do if they are stung by a poisonous creature. (Tell an adult, such as a parent or teacher, right away and get medical treatment as soon as possible.)

Read the Selection

- **Prereading** Have students scan the page for adjectives that the author uses to describe the doctor. ***Ask:*** *What can you conclude about the doctor?* (That he only cares about himself but doesn't care about others)
- **Readers theatre** After reading the story aloud once to the students, assign students (or have them volunteer for) character parts, and have them read page 145 aloud.
- **Interpret the image** Discuss the clothing of the people and the setting of the story. ***Ask:*** *What people are shown?* (Responses will vary. The people appear to be Indians.)
- **Vocabulary development** Define *brush* (bushes) and *stone* (rocks). Point out the use of the words in *brush houses* and *stone houses* on the page. ***Ask:*** *Who do you think might live in brush houses—rich people or poor people? Explain.* (The poor; Brush is not sturdy, so people who cannot buy stone would use it.) *In stone houses?* (The wealthy; They can afford stone and workers to build their homes.)
- **Spelling preview** Point out plurals of the word *house* (houses), *baby* (babies), and *church* (churches) on page 145. ***Say:*** *To make* house *plural, simply attach an* -s (houses). *To make* baby *plural, remove the* y *and attach* -ies (babies). *To make* church *plural, attach an* -es (churches). Write the words on the board.

Reading Strategy

Make and confirm predictions Before students have read the page, ask them to make a prediction of what will happen next. ***Ask:*** *Will the doctor be able to help baby? Why do you think that? What facts and evidence make you predict that?* (Responses will vary. Based on what most people know of doctors, students might expect the doctor to help.)

Reading Strategy Sample Answer
Based on the description of the doctor as "cruel and greedy," it doesn't seem that the doctor will help Coyotito.

Reading Check Answers
1. The scorpion sensed danger.
2. Kino hears the Song of Evil as he sees the scorpion.
3. The houses in the town are big, made of stone, and are sturdy; the houses by the sea are small, made of brush, probably less sturdy.

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *fountain* (a structure that shoots water in the air), *robbed* (stolen from), and *stung* (past tense of *sting*).
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder. This student joins you in reading aloud. Continue tapping students until as many students as possible are reading.
- **Interpret the image** ***Ask:*** *What do you see in the photo?* (the gate to the doctor's house) *What does the gate tell you about the doctor?* (He is probably wealthy and does not invite "ordinary" people into his house.)
- **Grammar preview** Point out uses of the perfect tense in the text: "His people *had come* to Mexico..." "The Spanish *had robbed...*" Have students read the sentences aloud. Identify *had come* and *had robbed* as examples of the past perfect tense. Tell students they will learn more about this tense on page 161.

Reading Strategy

Practice the strategy ***Say:*** *Will the doctor see the baby?* (Typical answer: no) *What did you just learn about the doctor?* (The doctor thought of the Indians as animals. This indicates that he is not likely to help.)

Reading Strategy Sample Answer
The doctor will not likely see them; In paragraph 20, we learn that the doctor's people have mistreated Kino's people. In paragraph 23, we learn that the servant does not speak to Kino in Kino's language. This indicates that the servant wants to create distance between himself and Kino. The picture shows a closed, uninviting gate.

19 At last the crowd came to the gate of the doctor's house. They heard the water in the fountain and the birds behind the walls, and they could smell good food.



20 Kino stopped for a moment. The doctor was not one of his people. The doctor was Spanish, not Mexican Indian. His people had come to Mexico from Spain four hundred years ago. The Spanish had robbed, hit and **mistreated** them for **centuries.** The doctor's people spoke to the Indians as they spoke to animals.

21 Kino felt weak, afraid and angry. He wanted to kill the doctor, not talk to him. He knocked on the gate and took off his hat. An Indian servant opened the gate and Kino spoke to him in the Indian language.

22 "My little son has been stung by a scorpion," Kino said.

Reading Strategy

Make Predictions Do you think the doctor will agree to see Kino and Juana? How do the text, topic sentence of paragraph 23, and picture help you to make your **prediction?**

23 But the servant **refused** to speak in the Indian language. "Wait a moment," he said in Spanish and he closed the gate. The bright sun made **shadows** on the white wall of the house.

mistreated acted badly toward
centuries time periods of 100 years each
shadows dark shapes that form when someone or something blocks the sun or other light

Differentiated Instruction • Reading Comprehension

Scaffolding

Assist the students in understanding the tension between the Spanish and Mexican Indians in this selection. Read the sentence: "The doctor's people spoke to the Indians as they spoke to animals." ***Ask:*** *Who are Kino's people?* (the Mexican Indians) *Who are the doctor's people?* (the Spanish Mexicans) *What does it mean to speak to people as you speak to animals?* (You don't respect them.) *How have the doctor's people treated Kino's people over the centuries?* (They have robbed and mistreated them.)

Extension

Have students work in small groups. Ask them to list at least three examples of historical or contemporary situations in which one group is stronger than another. Ask them: *How did the stronger group treat the weaker group? Did they respect the weaker group?* Then have them share their findings with another group, and discuss.

24 The doctor was sitting up in bed in his dark, **depressing** bedroom. He was wearing a red silk **dressing-gown** that he had bought in Paris, and drinking a cup of hot chocolate from an expensive cup.

25 The servant came to the door and waited.

26 "Yes?" the doctor asked.

27 "There's an Indian outside with a baby. He says a scorpion stung it."

28 "I don't have time to cure Indian babies with insect bites. I'm not an animal doctor!"

29 "Yes, sir," the servant said.

30 "Does he have any money?" the doctor asked. "No, they never have any money. Ask him if he has any money."

31 The servant opened the gate a little and looked at the people. This time he spoke in the Indian language.

32 "Do you have any money?" he asked Kino.

33 Kino put his hand under his blanket. He brought out eight small, ugly, gray **pearls**. The servant took them and closed the gate. After a while he came back and gave the pearls to Kino.

34 "The doctor is out," he said. "He was called to a **serious** case." And he shut the gate quickly because he was **embarrassed**.

35 The crowd moved slowly away.



depressing sad, gloomy
dressing-gown type of robe
pearls round objects formed naturally within oysters and valued as a jewel

Reading Strategy

Make Predictions
Where do you think the crowd is going? Why do you think so?

Reading Check

1. **Recall details** How does Kino feel about the doctor?
2. **Compare** What kind of person is the doctor compared with Kino?
3. **Infer** Why does the servant speak in Spanish at first and in the Indian language later?

Math Connection

Define and clarify Point out the word "centuries." Define a century as 100 years. Point out that the use of such terms as "16th century" can be confusing. Our numbering of years begins with the year 1. The years 1 to 100 are called the "1st century." The years 101 to 200 are the 2nd century The pattern continues. ***Ask:*** *Can you name a year in the 11th century?* (e.g., 1066). *The Spanish came to Mexico in 1523. What century was that?* (16th century)

Home Connection

Relate to personal experience Have students think about their experience with gated homes. ***Ask:*** *Have you ever seen a house with a heavy gate? How did it make you feel?* (Typical answer: Not welcome) *Why do you think people put large gates on their homes?* (for protection) *Do you think having a gate is a good idea?* (Typical positive response: Yes, because it protects the people in the house. Typical negative response: No, because it is unfriendly.) *Would you like to live in a house with a large gate? Why or why not?* (Responses will vary.)

Read the Selection

- **Prereading** ***Say:*** *Doctors take a special oath, or promise. They promise to help people whether they can pay or not.* ***Ask:*** *What does this tell you about the doctor in this story? Will he be breaking his oath if he doesn't agree to see the baby?* (Responses will vary. Most students will feel that the doctor is breaking his oath.)
- **Teacher read aloud** Read page 147 aloud. Pause to check understanding and to identify terms. ***Ask:*** *What does the doctor mean when he says he is not an "animal doctor"?* (He does not treat Indians.) *When the servant says the doctor is out, is he telling the truth? Explain.* (No, he says the doctor is out because he doesn't want to tell Kino that the doctor refuses to treat him because he does not have money.)
- **Interpret the image** ***Ask:*** *What do you see in Kino's hand?* (small pearls) *Do they appear to be very valuable to you? Why or why not?* (They don't appear to be valuable because they are very small, dull in color, and irregular in shape.)
- **Writing convention preview** Point to the word *Indian* in paragraph 27. ***Say:*** *The word* Indian *is capitalized because it is the name of a people.*

Reading Strategy

Make and confirm predictions Have students predict how Kino will react to the servant turning him away. ***Ask:*** *Will Kino get angry? Will he demand to see the doctor? Will he tell the servant that he knows the doctor is at home?* (Predictions will vary.)

Reading Strategy Sample Answer
The crowd will go back home.

Reading Check Answers
1. Kino feels humiliated and wants to kill the doctor.
2. Actions: The doctor refuses to see the baby; Kino controls his anger and asks the doctor for help; Motives: The doctor only cares about money; Kino cares about his family; Appearances: The doctor is fat and older; Kino is young and strong.
3. Sample answer: The servant wants to show Kino that he feels sorry, so to show respect he speaks to him in his own language.

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *canoe* (small boat), *basket* (woven container), and *bottom* (lowest part).
- **Independent reading with sticky notes** Students read independently, but have some sticky notes at their desk. When they come to a difficult word or a hard part of the story, they put a sticky note on that page. This acts as a "flag" to the teacher that the student needs help.
- **Interpret the image** ***Ask:*** *What do you see in the picture?* (the front of a boat) *How does this view give the idea of being all alone?* (You can see only the front of the boat. The sea is empty so the viewer feels alone.)
- **Grammar preview** Point out uses of the progressive tense in the text: "The other fishermen were already looking for pearls." "Juana was praying for a big pearl." Have students read the sentences aloud. Identify *were looking* and *was praying* as examples of the past progressive tense. Tell students they will learn more about this verb tense in this chapter.

Reading Strategy

Practice the strategy ***Say:*** *Before you read the page, make a prediction about what Kino and Juana will do.* (Responses will vary. Typical answer: Look for another doctor.) *Think back to the title of the story.* ***Ask:*** *Does this change your prediction? What do you think might happen?* (They might try to find a pearl.)

Reading Strategy Sample Answer
Yes, Kino will find what he is looking for. The title, *The Pearl* suggests that a pearl will be important to the story.



36 The houses of the Pearl fisherman were outside the town, near the beach. In front of their houses there were beautiful wooden canoes painted blue and white.

37 Kino and Juana came slowly down to the beach to Kino's canoe. Juana put Coyotito on a blanket in the canoe. He was quiet but his face and arm were hot and red. Juana took some brown **seaweed** from the water and put it on his arm. The seaweed was an old cure, but it was probably just as good as the doctor's medicine.

38 Kino and Juana pushed the canoe into the water. The other fishermen were already looking for pearls. Small pearls are not worth much money, but big, beautiful, white pearls are worth a lot.

39 Kino jumped into the water. He had a heavy stone in his hand, and the stone took him to the bottom of the ocean. His hands worked quickly as he pulled the **oysters** from the ocean floor and put them into a basket.

40 Kino's people sang about everything that happened or existed. They sang songs to the fish, to the sea, and to the sun and the moon. While Kino filled his basket he heard the songs of the sea. He knew Juana was praying for a big pearl to buy medicine for Coyotito.

Reading Strategy
Make Predictions Do you think Kino will find what he is looking for? Use the reading title to help you make your prediction.

seaweed a plant that grows in the sea
oysters sea animals in a rough, flat, grayish shell

Differentiated Instruction • Reading Comprehension

Scaffolding

Before the late 1800s, the only way people could get pearls was to dive for them, like Kino. Some divers could make a living, but valuable pearls were rare and very hard to find. Explain that pearls are valuable to people in the much the same way as diamonds and other gems. To be worth a lot of money, pearls must be perfect in every way. Today, most pearls are cultured pearls. The only place in which pearl diving is still common is in the Persian Gulf near Bahrain.

Extension

Explain to the students that the only equipment pearl divers needed was a canoe, a basket, and a stone. ***Say:*** *Find each of these words on the page.* ***Ask:*** *How does Kino use them?* (He uses the canoe to get to the oyster beds. He uses the stone to sink deep into the water. He puts the oysters that he finds in the basket.) *How long can Kino stay underwater looking for oysters?* (up to two minutes) *Do you think pearl divers today use the same method of finding oysters?* (Answers will vary. Students might suggest that divers could use scuba equipment.)

41 Kino was young and strong, and he could stay underwater for more than two minutes. He worked carefully and chose the largest oysters. To his right he saw a very large oyster. It was half open and he saw something shiny inside, but the shell shut quickly. He picked it up and swam to the canoe.

42 Juana held the boat still as Kino climbed in. He was very excited. Kino looked thoughtfully at the basket. He picked up a small oyster and opened it. There was no pearl inside so he threw it into the water.

43 Then he picked up the large oyster and looked at it for a long time. He was afraid to open it. But Juana was watching him and she could not wait. She put her hand on Coyotito's head. "Open it," she said softly.

44 Kino opened the oyster with his knife. And there it was, the great pearl, as perfect as the moon. It was the color of silver and as big as a **seagull**'s egg. It was the biggest pearl in the world.

45 Juana was amazed. Kino heard The Song of the Pearl in his head. "This pearl will make my dreams come true," he thought. He held it in his hand and turned it over.

46 Juana went to Coyotito and lifted the seaweed from his shoulder. "Kino!" she cried.

47 Kino looked up and saw that the poison was going away. He shouted with happiness and the men in the other canoes hurried toward him.



seagull white, sea bird

Reading Strategy

Make Predictions Do you think the large pearl is valuable? What **evidence** did you use to make your **prediction**?

Reading Check

1. **Recall details** What does Juana put on Coyotito's arm?
2. **Identify** What does the author compare the pearl to?
3. **Infer** Why do you think the poison is leaving Coyotito's body?

Social Studies Connection

Connect The first cultured pearl was made by Swedish scientist Carl von Linnaeus in 1762. Linnaeus saw that an irritation in an oyster caused it to form a pearl. Cultured pearls of jewelry quality were not made until the late 19th century. The process for making high-quality cultured pearls was developed in Japan by Kokichi Mikimoto and others. Mikimoto placed tiny beads into the oyster shells and waited for pearls to develop.

Arts Connection

Connect Tell students that the fishermen sing songs to the sea. Ask them what they think the purpose of the songs is. Ask them to discuss why they think Juana is singing to the sea. ***Say:*** *Kino describes Juana as praying. How can singing be praying?* (Both involve saying things to an unseen listener. Both can involve asking for help.) Have students look in the library or on the Internet to find songs of the sea and share their lyrics.

Read the Selection

- **Lifting sentences** After reading the selections, students copy sentences from the text which highlight key events in the plot to form a summary of the literature.
- **Interpret the image** ***Ask:*** *What do you see?* (Kino with a basket of oysters) *Who waits for him in the boat?* (Juana and the baby) *How does Juana look?* (Answers will vary, e.g., hopeful, worried)
- **Vocabulary development** Have students read paragraph 44. ***Ask:*** *What are two things that the pearl is being compared to in this sentence?* (the moon, a seagull's egg) ***Say:*** *This type of a comparison is called a* simile. *Similes use the words* like *or* as *to compare two or more things.* Have students write these similes in their notebooks.
- **Grammar preview** Write the sentence from page 149: *But Juana was watching him and she could not wait.* Point out that the words *was watching* are an example of the past progressive tense. Students will learn more about the progressive tense on page 160.

Reading Fluency

Use Punctuation and Type Cues *The Pearl*, paragraphs 44–47

Reading Strategy

Analyze making predictions Have students go back over all the predictions they made for this story. ***Ask:*** *How many of your predictions turned out to be correct? How many turned out to be incorrect?* (Responses will vary.) Remind students that incorrect predictions are also useful. Active readers frequently make predictions and correct their predictions if they turn out to need adjustment.

Reading Strategy Sample Answer
Yes, because the text says "big, beautiful, white pearls are worth a lot."

Reading Check Answers
1. seaweed
2. the moon, silver, a seagull's egg
3. Students' answers may vary. Some may conclude finding the pearl is making the poison leave Coyotito's arm; some may conclude it is a coincidence.

Apply the Reading Strategy

Make Predictions

- **Preteach** Stress that making predictions makes readers think about their reading. ***Say:*** *When something happens in the world, people often wonder what will happen next. When you read, do the same thing—predict what will happen. Remember to base all of your predictions on facts and clues.*
- **Apply** Have students look through magazines or electronic resources for photographs of pearls. ***Ask:*** *Why do people value pearls? (because they are beautiful) Would you risk your life to find pearls?* (Responses will vary. Some students may think the risk is too great.)

Answers
Responses will vary.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

contrast *(contradiction, dissimilarity, inequality)*
evaluate *(criticize, estimate, rehash)*

Use the **Word Web.** Write one of the Academic Vocabulary words in the center box. Have volunteers supply words for the boxes radiating from the center. Finish the Word Web, then instruct students to copy and complete similar diagrams for the other Academic Vocabulary word.

- **Understand academic vocabulary** Read the explanations and sample sentences with students. Discuss the visual cues. ***Ask:*** *How do the paintings in the chart show what* contrast *is?* (The two paintings are very different, and to *contrast* is to show differences.) *Why would a house that is for sale help you think of the meaning of* evaluate*?* (To buy a house, you must evaluate it to decide on a price.)
- **Vocabulary development** As you discuss the academic vocabulary, use words such as *what will happen* for *predict,* to reinforce the meaning. Add *inference* and *predict* to the Word Wall.

Checkpoint Answers
Answers will vary. Students' answers should feature two stories, showing the differences in their styles and evaluating those styles.

After Reading 1

Prediction Chart

Prediction 1

Page in reading: 143

Prediction: I think something bad is going to happen.

Evidence: From other stories I have read, I know that the characters always face some kind of problem.

Adjustment/Confirmation: I confirmed my **prediction** on the next page, so I didn't need to make an **adjustment**. I saw a scorpion in the picture. Then I read that the scorpion stings the baby.

Prediction 2

Apply the Reading Strategy

Make Predictions

Now complete your **Prediction** Chart.

1. Review the Reading Strategy on page 141.
2. Go back through the reading. Look for **evidence** you may have missed.
3. Use any new **evidence** to confirm or to make additional **adjustments** to your **predictions.** Write your **adjustments** and confirmations in the chart.
4. Talk with your classmates about what you did to make **adjustments** to your **predictions.**

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
contrast *verb*	to look for ways that two or more things, people, or ideas are different	The speaker **contrasted** Picasso's early paintings with his later paintings.	
evaluate *verb*	to study someone or something and make a judgment about the person or thing	The buyer **evaluated** the house and offered the owners $275,000 for it.	

Draw a picture and write a sentence for each word.

Checkpoint

Contrast two stories you know. **Evaluate** each author's writing style.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Discuss the ending of the story with regard to justice. ***Ask:*** *How were the characters treated unfairly?* (The doctor would not treat the baby because the baby belonged to a poor Indian family.) *At the end of the story, was there justice for these characters.* (yes) *Did nature bring about justice in this story? How?* (Students' responses may vary: Kino found a pearl and that changed his life. Finding the pearl somehow cured the baby. It also promised to make his family rich.)

Extension

Have students write predictions about what will happen next in the novella. Ask questions such as: "Will the pearl turn out to be valuable?" "Will Kino and his family be rich?" "Will being rich cause new problems? What might they be?" Have students share their predictions with the class.

Reading Comprehension Questions

Think and Discuss

1. **Recall details** Who follows Juana to the doctor's house?
2. **Identify plot** What are the main events in *The Pearl*? For each event, identify its cause and its effect on future actions.
3. **Contrast** What songs does Kino hear in his head throughout the story? How does each song express a different feeling?
4. **Analyze characters** Describe Juana's personality. Why does she **refuse** to see a doctor when she is ill? Why did she take Coyotito to the doctor?
5. **Identify cause for action** Why did Kino stop in paragraph 20? Use the setting and situation to answer the question.
6. **Evaluate new information** The city in which part of the story takes place is La Paz, which means "peace" in Spanish. Do you think La Paz is a good setting for the story? Explain.
7. **Reflect on meaning** In his introduction to *The Pearl*, John Steinbeck says, "If this is a parable, perhaps everyone takes his own meaning from it and reads his own life into it." What meaning does *The Pearl* have for you?
8. **Revisit the Reading Focus Questions** Go back to page 142 and discuss the questions.

Workbook page 112 | Independent Practice CD-ROM/Online

Literary Element

Greek Chorus

In *The Pearl*, the author uses a feature of Greek drama, the **Greek chorus.** A Greek chorus is a group of actors who comment (by speaking or singing all together at the same time) on the action. The purpose of the chorus is to:

- provide information for the audience (or the reader) to **evaluate** the main characters and their actions
- show the audience (or the reader) how the storyteller wants them to react to events by reacting in that way
- set the mood at different parts of the story
- pause or pace the action so that the audience (or the reader) can think about what is happening

Find places where a chorus appears in *The Pearl*. For each appearance, identify the people in the chorus and its role. Why do you think the author included characters who function as a Greek chorus?

Checkpoint

1. What is a **Greek chorus?**
2. Who plays the role of the chorus in *The Pearl*?

Workbook page 113 | Independent Practice CD-ROM/Online

Math Connection

Connect Ask students to predict: *Will the pearl turn out to be valuable?* Then have the students collect data for how the class answers this question. They should divide the responses into different categories. For example, categories might include: "Most valuable pearl in the world," "Worth millions," "Worth thousands," "Valuable, but not enough to change Kino's life," "Not very valuable," and "Worthless." Have students sort their data and present it in some graphical form using a table, bar graph, or some other graph.

Arts Connection

Connect Have students design pearl jewelry. Encourage students to search through magazines and web sites to find examples of pearl jewelry. Some students may find examples of "baroque" pearl jewelry. Then have students make drawings of their jewelry. Encourage them to be imaginative. Jewelry can include necklaces, watches, bracelets, pins, or any other way students can think of to use pearls. Then have students put on a "Pearl Jewelry Show," using their drawings.

Unit 3 • Chapter 1 After Reading 1

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. The neighbors and people from the town.

"Think and Search"

2. The baby is stung by a scorpion because it senses danger; the result is that Coyotito gets sick. The family goes to a doctor because Coyotito is sick; the result is that the doctor will not see them without money. The doctor will not treat the baby because Kino and Juana do not have money; the result is that Kino tries to find more valuable pearls. Kino goes diving for pearls because he needs money for the baby's treatment; the result is that Kino finds the biggest pearl in the world. The poison leaves the baby's arm, possibly because of the seaweed; the result is that justice is served.

"Author and You"

3. Song of the Family (feeling: togetherness), Song of Evil (feeling: danger), Song of the Enemy (feeling: danger), Songs of the Sea (feeling: hope), Song of the Pearl (feeling: beauty, prosperity).
4. She is small, strong, obedient, patient, and she works hard; she refuses to see a doctor because she takes care of herself. She took Coyotito to the doctor because she cannot save the baby herself.
5. Sample answer: Kino stopped because of the bad relationship between his people and the doctor's people, which made him feel afraid of and angry at the doctor.
6. Sample answer: Yes, La Paz is a good name because it describes how the town looks peaceful, but things are not so peaceful beneath the surface.

"On Your Own"

7. Sample answer: There is justice and injustice in the world. If the human world is unjust, look to nature to help.

Revisit the Reading Focus Questions

8. Answers are found on page 142.

Literary Element

Greek Chorus

Find examples Find examples Explain to the students that the Greek chorus originated in plays written by the early Greeks. Read an excerpt from a Greek play that contains a Greek chorus so students can hear what kinds of comments the chorus makes.

Reading Fluency

Repeated Reading Literary Element

Checkpoint Answers

1. group of characters who comment on the action of a story
2. neighbors, townspeople, and (perhaps) fishermen

Bridging Readings 1 and 2

Differentiate between fiction and nonfiction.
Say: The Pearl *was fiction. It was not about real events or people. The next piece is nonfiction. It is about science and real events.*

About the Reading

Vocabulary development Tell students that the word *forensic* refers to scientific methods to solve crimes. ***Ask:*** *Have you seen a TV show that talked about forensics? What was it about?* (any television program that deals with solving crimes forensically)

Build Background

DNA

Teacher Resources: Graphic Organizers: KWL Chart

Graphic organizer Have students start a KWL Chart. Fill in the "K" column with what students know about DNA. (it's a chemical, it's in cells, etc.) Fill in the "W" column with what students would like to know about DNA. (what it does, how it works, where you find it, etc.) After the reading, students should complete the "L" column showing what they now know about DNA.

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

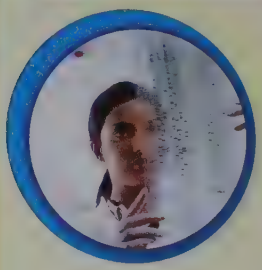
Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

conclusive *(definite, absolute, decisive, convincing, undeniable)*
examine *(analyze, consider, appraise, review)*
isolate *(confine, detach, disconnect, seclude)*
significant *(convincing, important, valid, vital)*

Use the **Word Squares** to help students understand the meanings of the Key Vocabulary words.

Checkpoint Sample Answers
1. You isolate a sick person or a chemical.
2. The Civil War



Genes & DNA

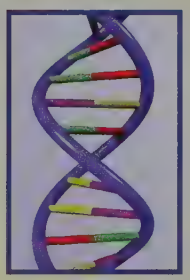
About the Reading

Reading 1: *The Pearl* was a portion of a novella about the injustices and rewards experienced by Kino and his family. Now you will read a section from a science reference book about a scientific method used to bring criminals to justice.

Build Background

DNA

Why do chickens give birth only to chickens and fish only to fish? The answer lies in a molecule called **DNA**, or deoxyribonucleic acid. DNA contains the instructions that make each living creature unique. DNA, along with the instructions it contains, is passed from parents to their children.



DNA is found tightly packed inside a special area of the cell called the **nucleus.** When cells divide, DNA unwinds into a formation that looks like a long, twisted ladder.

The "rungs" of the ladder consist of **base pairs,** or pairs of chemical compounds that are joined together. The order of the millions of base pairs in DNA is different for each person. It is the special pattern of the base pairs, or one's DNA sequence, that makes each living creature unique.

Key Vocabulary
- conclusive
- examine
- isolate
- significant

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Use the context of the sentences to determine the meaning of the **highlighted** word.

1. The police have **conclusive** evidence that shows who stole the money.
2. The mechanic **examined** the car for problems. He carefully checked the motor and other parts of the car.
3. The zookeeper **isolated** the sick animals from the healthy ones. He put the sick animals in separate cages.
4. The agreement between the leaders of several countries is a **significant** move toward peace.

Checkpoint
1. Name two things you might **isolate.**
2. Name a **significant** event in history.

Vocabulary Log | Workbook page 114 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Use context clues to find the meanings of science words. Write: *The discovery of DNA was significant because it led to important discoveries about living things.* Circle *significant* and underline the context clues (important, discoveries.) ***Ask:*** *What is the meaning of the word* significant*?* (important) Write this definition next to *significant.* Have students repeat these steps with other sentences in their notebooks.

Extension

Have students pick one of the four Key Vocabulary words and write four clues that link to the word. For example, for *isolate* they might write: *alone, all by itself, not in the group, apart.* For *significant* they might write: *important, stands out, stands out from the others,* and *major.* Students can think of similar clues for the other Key Vocabulary words. Then have students exchange their clues with a partner and guess each other's word.**

Reading Strategy

Question the Author

Questioning the author helps you understand a text better. When you question the author, you form **queries.** A query is a question that prompts you to **examine** ideas and ask about the reasons and purposes for decisions that were made.

As you read *Genes & DNA,* question the author by forming queries that ask why the author wrote about the things he or she did.

1. After each paragraph, identify any unclear information.
2. Ask questions such as: What is the author trying to say in this paragraph? Why does the author mention this detail?
3. Reread the text. Look carefully at the pictures. Continue questioning the author until you understand the topic.

Text Genre

Informational Text: Science Reference Book

Genes & DNA is a **science reference book.** A reference book is a non-fiction book you can use to research a topic. It provides facts and information about a specific topic. The author's purpose is to explain the topic. Look for these features as you read *Genes & DNA.*

Science Reference Book

graphics	visual features that give information about the text
captions	explanations written near graphics
special features	text and diagrams that help to illustrate information

Meet the Author

Richard Walker is a former high school and college biology and science teacher. He now uses his scientific knowledge to write books for young people and adults.



Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Justice"?
2. What was the author's purpose for writing this book?
3. How has the study of DNA helped the U.S. system of justice?

Checkpoint

1. What are **queries**?
2. What is a **reference book**?

Workbook pages 115–116

Independent Practice CD-ROM/Online

Science Connection

Define and clarify Define the word *genes.* Tell students that genes carry information from parent to child. ***Say:*** *You are tall because you have a gene for height. You got the gene from your parents. In each of your cells, you have one gene for height from your mother and one from your father. If they both gave you "tall" genes, you will be tall.*

Genes are chemical instructions that tell each body cell what to do. "Tall" genes tell leg bone cells to grow and make your leg bones long. "Short" genes tell leg bone cells not to grow so you have short leg bones.

Ask: *If one parent is tall and the other is short, what would you predict for a child?* (Students may predict a medium-sized child.) ***Say:*** *A tall parent and a short parent have a tall child. How can you explain this in terms of genes?* (Students may predict that the short gene was not passed on. The tall gene was.) Tell students that this does happen in many cases.

Unit 3 • Chapter 1 Before Reading 2

Reading Strategy

Question the Author

Teacher modeling Ask questions ***Say:*** *As you read, you may find ideas that do not make sense to you. Imagine that you are talking to the author. Ask questions about the ideas. Asking questions will help you understand the author's ideas better.*

Text Genre

Informational Text: Science Reference Book

- **Preteach** Bring in sample reference books for students to examine. Point out different features of the books such as the title, main text, graphics, captions, and special features.
- **Vocabulary development** Point out the use of the word *reference* in *reference book.* The root word of *reference* is *refer,* which means to direct your attention to. ***Say:*** *So a reference book is a book that you refer, or direct your attention to, when you want to know facts about an issue.*

Reading Fluency

Reading Words in Chunks Text Genre

Meet the Author

Richard Walker

Explain author background Richard Walker holds a Ph.D. in physiology and biochemistry. He is an award-winning author who has written books about natural history as well as biology.

Reading Focus Questions

Preview Keep Reading Focus Post Reading Focus questions on the wall or a poster. Remind students that they will revisit the questions after they read the article.

Reading Focus Questions Sample Answers

1. Scientists can use DNA to bring criminals to justice, and to make sure that the correct person is charged with the crime.
2. The author's purpose is to inform.
3. DNA evidence has helped courts identify people in legal cases so courts can more fairly serve justice.

Checkpoint Answers

1. Queries are questions that cause you to examine and develop ideas.
2. It is a nonfiction book that provides facts and information about a specific topic.

Read the Selection

- CD 2, Track 3 (optional)
- Instructional Routine for Reading page Txxvi
- Teacher Resources: English-Spanish Cognates/False Cognates
- **Prereading** Tell students to keep in mind that the text they are reading relates to justice and the justice system.
- **Break-in reading** Ask a student to begin reading aloud on page 154. Another student can break in and take over the reading by raising his or her hand. Have other students repeat in the same way.
- **Interpret the image** ***Ask:*** *What do these pictures show?* (a broken window, a fingerprint) *What do you think these images have to do with the title of the selection and the headings on this page?* (The title is *Genes & DNA*, and the headings are "DNA Fingerprinting" and "Gathering evidence," so the pictures might be about using fingerprints to solve crimes.)
- **Writing convention preview** Point out that the word *DNA* is capitalized in the text. ***Ask:*** *Why do you think* DNA *is capitalized?* (It is an abbreviation. Many abbreviations are capitalized.) Point out that *DNA* is an *acronym*, initial letters of longer words. Tell students that acronyms are often capitalized. Ask students to name other acronyms, such as *USA*, *NFL*, etc.

Reading Fluency

CD Assisted Reading *Genes & DNA*, paragraphs 1–2

Reading Strategy

Teacher modeling Model the strategy for students. ***Say:*** *As I read, I look for things that are unclear. I ask myself, "What is the author trying to tell me here?"*

Reading Strategy Sample Answer
The author is trying to tell you that even when you leave no trace of yourself, you still might leave DNA evidence.

Reading 2
Content
Science

Genes & DNA

by Richard Walker

DNA Fingerprinting

1 Our fingertips are covered with tiny ridges that leave behind sweaty patterns—fingerprints—when we touch things. Individual fingerprints are unique and not shared with anyone else. Police can use fingerprints left at the scene of a crime to identify and convict criminals. Today detectives have a more **sophisticated** way of catching crooks—by identifying their unique DNA "fingerprints."

Reading Strategy
Question the Author
What is the author trying to say here?

Gathering evidence

2 Whoever robbed this office thought they were being smart. By wearing gloves they left no fingerprints. But a specially trained police officer discovered something interesting. As the thief left, his or her head **snagged** against the broken window, pulling out some hairs. The police officer carefully collected the hairs and sent them to a **forensic** laboratory. There scientists **extracted** the DNA from cells in the base of the hairs to make a DNA fingerprint that would **pinpoint** one of three people **under suspicion**.



This "ordinary" fingerprint is made up of a unique pattern produced by ridges on the fingertips.



A broken window, disturbed office furniture, and stolen belongings. The thief has long since left this crime scene. But has he or she left behind any **traces** that can be used for DNA fingerprinting?

sophisticated complex, advanced
snagged caught on something
forensic related to scientific methods to get information about a crime
extracted removed, pulled out
pinpoint locate exactly
under suspicion thought to be guilty
traces hints of **evidence**

Differentiated Instruction • Reading Comprehension

Scaffolding

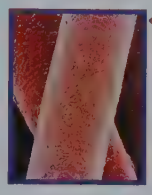
Discuss how fingerprinting (without DNA) works. Remind students that everyone's fingerprints are unique, different from everyone else's. ***Say:*** *A person commits a crime. The police find fingerprints at the crime scene.* ***Ask:*** *How would you go about using the fingerprints to identify the criminal?* Have students outline a plan for identification. (Compare the crime scene fingerprints to known fingerprints. If the prints match, then the known person committed the crime.) Have students share their plans with the class.

Extension

Extend the scaffolding activity on the left to the use of DNA. ***Ask:*** *Why is it sometimes not possible to collect and match ordinary fingerprints at a crime scene?* (For example, the criminal wore gloves, or somehow avoided leaving fingerprints.) *How does DNA get around this problem?* (DNA gets left behind even if criminals are careful. Scientists find DNA in hairs or other stray cells that are left behind.) *What do you need to match crime scene DNA?* (a sample of a suspect's DNA)

Making a DNA fingerprint

3 The three percent of our DNA involved with building our bodies is virtually the same in all of us. But the remaining 97 percent has sections that vary a lot between people. These sections consist of stretches of DNA code that repeat themselves between five and 1,000 times and are dotted throughout the **genome.** The number of repeats in each of these sections, and therefore its size, varies a lot from one person to another. Scientists can break up a person's DNA, pick out the repeated sections, and separate them by size to produce a special photograph that looks like a bar code. This DNA fingerprint is unique for that person.



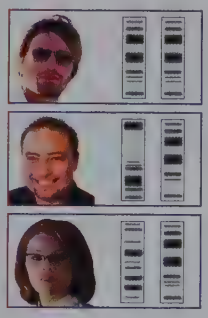
A strand of hair provides the **vital evidence** in this crime. Cells taken from the hair roots are used to prepare a DNA fingerprint that can be compared with the suspects' DNA.



Forensic scientists, seen here **examining** DNA fingerprints, **specialize** in **examining evidence** from crime scenes in order to help police arrest and convict criminals. Using modern techniques, they can extract enough DNA to make a fingerprint from only a tiny flake of skin, a drop of blood, or a drop of **saliva.**

Conclusive proof?

4 So who broke into the office? Take a look at the **evidence** presented below and match the DNA fingerprint produced from the hair sample with one of the suspects' DNA fingerprints. The **evidence** is **conclusive**—it was the man in the top photo. Or is it? Not if he has an identical twin with an identical genome. But otherwise there is only a **minuscule** chance that someone else would have the same DNA fingerprint. DNA fingerprinting has solved many real-life crimes, resulting in the **conviction** of criminals and proving the **innocence** of people who have been wrongly **accused.**



These suspects have been arrested. A police doctor has taken blood samples from each one of them. Forensic scientists have used cells from the blood to produce DNA fingerprints. Here each DNA fingerprint is shown next to the suspect it belongs to, with the fingerprint from the hair found at the crime scene next to each for comparison.

genome an organism's complete set of DNA
minuscule the tiniest
conviction finding someone guilty of or at fault for a crime in a court of law
innocence lack of guilt or fault
accused charged with wrongdoing
vital most important
specialize study and work in a specific subject
saliva liquid in the mouth that helps us chew food

Reading Strategy

Question the Author
How does this connect with what the author told us before?

Reading Check

1. **Recall details** Why do the police look for fingerprints at a crime scene?
2. **Infer** What is a "DNA fingerprint"?

Science Connection

Play an identification game, "DNA Match," in the classroom. Each student should write bar-code-like vertical lines on an index card. The number of lines should show the month and day of the student's birthday. (May 8 would have 5 lines for May, followed by 8 lines: IIIII – IIIIIIII.) Boys write in red; girls in black.

Have all students turn in their cards. Choose one card. Have the class work together to identify the person. They can determine that it is a man or a woman. Perhaps they can narrow it down from the birth date. Repeat the game with another card. Discuss how the game is similar to DNA matching and fingerprinting.

Unit 3 • Chapter 1
Reading 2: Content

Read the Selection

- **Preteach vocabulary** A code is a system of symbols that gives messages. Ordinary numbers and written words are a kind of code. DNA uses chemicals for the "letters" in its code. The word *suspect* means a person who might have committed a crime.
- **Break-in reading** Ask a student to begin reading aloud on page 154. Another student can break in and take over the reading by raising his or her hand. Have other students repeat in the same way.
- **Interpret the image** The photos (on bottom left of page) show crime suspects and their DNA fingerprints. On the right, you see the DNA fingerprint that was found at the crime scene. ***Say:*** *Compare each DNA fingerprint from the suspect to the DNA fingerprint found at the crime scene. Which pair of DNA fingerprints match?* (first suspect's)
- **Grammar preview** Focus students' attention on the following sentence in paragraph 4: *DNA evidence has solved many real life crimes.* ***Say:*** *The words* has solved *are an example of the present perfect tense. We will learn more about the present perfect on page 160.*
- **Spelling preview** ***Say:*** *Look at the word* person *in paragraph 3. What is the plural of* person*?* (people) *We will learn more about plurals on page 160.*

Reading Strategy

Teacher modeling ***Say:*** *I was reading the description of the DNA code in paragraph 3. It seemed unclear to me. I asked myself:* What is the author trying to explain here?

Reading Strategy Answer
The author told us before that the police use fingerprints to identify criminals. DNA fingerprints are similar to regular fingerprints. They can be used to identify people, too.

Reading Check Answers
1. They can use fingerprints to identify criminals.
2. It is DNA information that is different for each person, just like a real fingerprint, and that people often leave in places where they have been (also like real fingerprints).

Read the Selection

- **Prereading** Guide the students to recognize that the numbers show the sequence of events on the diagram. ***Ask:*** *Where does the sequence of the diagram start?* (with the blood, number 1) *Where does the sequence end?* (with the blue plates, number 7)
- **Break-in reading** Ask a student to begin reading aloud on page 154. Another student can break in and take over the reading by raising his or her hand. Have other students repeat in the same way.
- **Interpret the image** Identify the sample as blood containing DNA from the crime scene. Break down the image as follows. ***Say:*** *DNA from the sample is put on a glass plate. The DNA in the blood sample is made up of different bits of DNA in different sizes. When electric current is turned on, it makes the bits move. But some bits move farther than others. When the current is turned off you see how far each bit of DNA has moved. That is the final "fingerprint pattern" you see on the plate.*
- **Vocabulary development** Have students find the multiple-meaning word "minute" in paragraph 5. ***Say:*** *This word may look like a minute of time, or sixty seconds, but it actually is a completely different word with a different meaning and a different pronunciation.* Pronounce *minute* and have the class repeat after you. Tell students that *minute* means "very small."

Reading Strategy

Practice the strategy Have students make a list of queries for the text on this page. Ask a biology teacher to help explain steps in the process that students have trouble understanding.

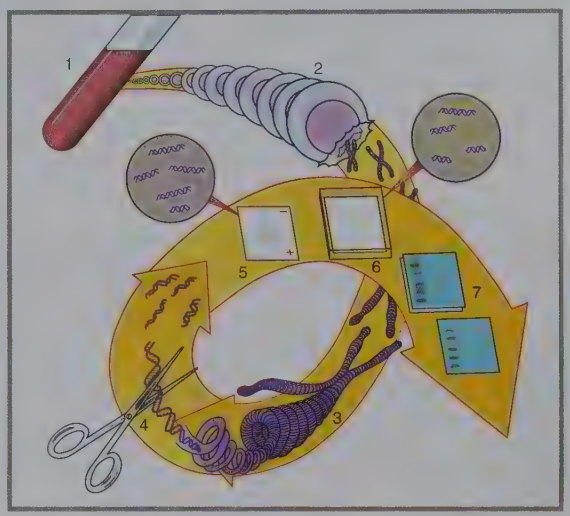
Reading Strategy Sample Answer
The author begins the text with "easy" information. Then he moves on to discuss more complicated material at the end. He does this to make it easier for readers to follow what he is writing about.

Genetic Fingerprinting

5 The development of DNA testing, or **genetic** fingerprinting, has had a **significant** impact on the field of forensic science. **Minute** samples of blood and other bodily fluids, as well as hair, skin, and fibers, can enable scientists to determine the most likely suspect in a case with amazing accuracy.

Reading Strategy
Question the Author
Why do you think the author tells us this now?

6 The process involves taking, for example, samples of blood (1), from which DNA can be extracted (2). Each strand of DNA is **isolated** (3) and chemically sliced into fragments and **radioactively** labeled (4). These fragments of DNA (5) are placed on a sheet of **polymer gel** and separated by **electrophoresis.** The sheet is then covered by an X-ray plate (6). Different plates, for the suspects, victim, and any **evidence** found at the scene of the crime (7) are checked against each other to see if any match.



genetic of or related to genes
minute very small
radioactively by radiation (heat and light)
polymer gel an artificial substance
electrophoresis a process for breaking apart substances

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Tell students that DNA fingerprinting is now a regular feature in the U.S. court system. A group called the Innocence Project has used DNA fingerprinting to prove the innocence of over 200 people. DNA evidence proved that the suspects were not guilty. Have groups use the Internet to research one of these cases. Each group can relate its findings to the class.

Extension

People often say that DNA fingerprint evidence is "certain." However, problems can come up with DNA handling and use. ***Say:*** *Suppose the police mixed up two hair samples from different crime scenes.* ***Ask:*** *Would the DNA evidence still be reliable? Explain.* (No, it would not be reliable, since DNA from the wrong location would be tested.) *How do police try to avoid this problem?* (They mark evidence clearly and make sure it never gets mistreated or misplaced.)

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** Name three things that scientists can use to make a genetic fingerprint.
2. **Contrast** How is a genetic fingerprint different from a fingerprint from your hand?
3. **Sequence steps in a process** Explain the process described in the diagram on page 156.
4. **Understand genre feature** Why do you think the author uses a diagram and numbered steps to help explain the process of genetic fingerprinting? Does this presentation help you to understand the process? Explain.
5. **Give your opinion** What did you find most interesting about DNA fingerprinting?
6. **Revisit the Reading Focus Questions** Go back to page 153 and discuss the questions.

Workbook page 117 | Independent Practice CD-ROM/Online

Spelling

Regular and Irregular Plural Nouns

Workbook page 118 | Independent Practice CD-ROM/Online

Writing Conventions

Capitalization: Rules

Workbook page 119 | Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme "Justice." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	Is it fiction or non-fiction?	How does the author use illustrations?
The Pearl			
Genes & DNA			

2. With a partner, ask and answer these questions.
   a. Use information from *Genes & DNA* to explain why Coyotito looks like his parents in *The Pearl*.
   b. To help you understand *The Pearl*, you used **evidence** to support your **predictions** about what would happen next. How do forensic scientists use **evidence** to support their **predictions** about who may have committed a crime? Did you use **evidence** the same way? Explain.
3. **Revisit the Chapter Focus Question** How can nature and science help to bring about justice? Use examples from *The Pearl* and *Genes & DNA* to answer this question.

Home Connection

Relate to personal experience Some students may have family members who are closely connected to the justice system in some way, for example, a judge, a lawyer, a police officer. Remain sensitive to the topic of criminal apprehension and the various emotions it may create in some students. Point out that in the United States, people accused of crimes are believed to be innocent until they are proven guilty in a trial.

Reteach and Reassess

Review the idea of justice. Divide the class into small groups. Have each group come up with its own definition of justice. ***Say:*** *One idea of justice is:* Let the punishment fit the crime. ***Ask:*** *What does this mean to you?* (You should be punished more severely for a more serious crime.) *Do you agree with this idea of justice?* (Sample response: Yes. It seems fair.)

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. DNA from hair, blood, or skin

"Think and Search"
2. A genetic fingerprint can be taken from almost any part of your body, not just your fingers.
3. First, DNA is taken from a blood sample. Next the DNA is isolated and sliced into pieces. The pieces are separated and covered by a plate. Finally, the plates are compared to DNA from a suspect to see if the two match.

"Author and You"
4. The author uses a diagram because there are several steps in the process. Looking at the diagram, I can see all the steps in a row. I can look at each step individually, and at all the steps as one process.

"On Your Own"
5. Answers will vary.

Revisit the Reading Focus Questions
6. Sample answer: With DNA fewer people get falsely convicted and the real criminal gets identified.

Spelling

Regular and Irregular Plural Nouns Students will learn more about how to spell the plural form of nouns on page 118 of the Workbook.

Writing Conventions

Capitalization: Rules Students will learn more about the rules of capitalization on page 119 of the Workbook.

Connect Readings 1 and 2

Connect to theme ***Say:*** *How do you think these two stories connect to the theme of justice?* (The first one tells how nature brought about justice when people did not; the second tells about how science helps bring about justice with DNA evidence.)

Answers
1. "The Pearl": excerpt from novella; fiction; the illustrations show scenes from text. "Genes & DNA": informational/reference book text; nonfiction; the illustration helps explain how DNA is analyzed
2a. Coyotito looks like his parents because genes are passed on from parent to child.
b. Forensic scientists may predict that a suspect has committed a crime. The DNA evidence shows that the prediction is either true or false.
3. Nature brings about justice by providing a pearl to Kino, so he can pay for medicine for Coyotito; science brings about justice by providing a way to identify whether or not someone was at a crime scene by using their DNA.

Listening and Speaking

Role-Play a Trial Scene

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Vocabulary review** Remind students to use Key Vocabulary words in their role-play. Explain to the students that in a trial, a prosecutor presents the case against the suspects. Explain to students that this activity covers only *part* of a criminal trial; in a regular trial, the suspect would have a lawyer who would speak to defend his or her rights. The judge and the jury in the trial generally do not speak. The judge speaks only to make sure things are fair. If the prosecutor asks an unfair question, the judge will stop him or her. The jury doesn't speak until the end of the trial. At that point the jury gives its decision—it decides whether or not a suspect is guilty.
- **Practice** Have students write down questions they might need for their trial.
- **Grammar review** Encourage students to use correct verb tenses when discussing the past. Give examples of the past progressive: *I was looking;* and past perfect: *I had looked.* Discuss situations in which each progressive and perfect tense is appropriate.

Reading Fluency

Pair Reading Listening and Speaking, first paragraph

Phrases for Conversation
Expressing Agreement and Expressing Doubt

Teacher modeling Model each phrase for students by reading the phrase with emotion.
Practice Pair students to practice each phrase. Ask them to discuss the trial, using the phrases. They can pretend they are reporters reporting on the trial for a TV or radio station.

Listening and Speaking

Role-Play a Trial Scene

In *Genes & DNA*, you learned how forensic scientists gather **conclusive evidence** that helps the police to convict criminals. Take part in a trial. Use what you have learned about gathering **evidence**. Convince a jury that one of the three suspects committed the crime mentioned in *Genes & DNA*.

Phrases for Conversation

Expressing Agreement
Of course . . .
No doubt . . .
We have agreed that . . .

Expressing Doubt
It's not likely (that . . .)
It's doubtful (that . . .)
It doesn't seem that . . .

1. Work with a group.
   a. Decide who will be the prosecutor—the lawyer who tries to prove a suspect is guilty. Then choose two members for the prosecutor's team. They will help the prosecutor gather the **evidence**.
   b. Decide who will be the judge.
   c. The rest of the group will be the jury.
2. PROSECUTOR: Work with your team to prepare your case. Use a key question to focus your presentation.
   a. Reread page 155 of *Genes & DNA*. Make a list of the **evidence** presented. Note important facts and details.
   b. Decide what **evidence** is most important. Save your most **conclusive evidence** for last. Work with the others on your team to write a summary of the **evidence**. Use the pictures on pages 155–156 as part of your **evidence**.
   c. Present your case to the jury. To convince the jury, present the **evidence** by posing and then answering questions that the jury might be thinking. Be sure to speak clearly. Also look directly at the jury members. Show emotion as you speak. Pause slightly after making important points.
3. JURY: Listen carefully to the prosecutor's speech.
   a. Take notes on how well the prosecutor has convinced you that the suspect committed the crime. Review only the **evidence** presented. Remember, the prosecutor must convince you that the **evidence** is **conclusive**.
   b. After the prosecutor has finished, discuss the **evidence**. Then make a group decision based on the **evidence** the prosecutor provided—guilty or not guilty? Write the decision on a piece of paper. Then give it to the judge.
   c. After the judge has read the jury's decision, explain to a news reporter why you made your decision. Your teacher will play the role of the news reporter.
4. Discuss the role-play as a class. How important was it to have **conclusive evidence**? Why?



Differentiated Instruction • Listening and Speaking

Scaffolding

Have students work in pairs to develop the prosecutor's case. Guide them in locating evidence in the story. Have them list all the evidence, then number the list from 1–5 in order of importance. Then, have them exchange lists with another pair and discuss. Did they miss any evidence? Do the pairs agree about what is most important, and what is least important? Finally, have them draw a conclusion about the case. Students should state conclusions clearly and give reasons for what they concluded.

Extension

Have students work in small groups to role-play a trial in which the doctor in "The Pearl" is accused of not helping the baby. Tell students to imagine that the doctor has been accused of "failing to live up to his oath to help people." Have students compile a list of questions to ask the doctor. The doctor can answer with "yes" or "no" only. Here are some examples:

Did you take an oath to help people? (yes) *Did Kino come to you with a sick baby?* (yes) *Did you refuse help to Kino?* (yes) *Did you break your oath?*

Have students decide the doctor's guilt. Students should also determine a punishment for the doctor if they find him guilty.

Reading Fluency

Using Punctuation Cues: Expression and Pitch

Using punctuation cues will help you to become a better reader and to use appropriate expression and pitch.

1. Your teacher will read aloud paragraphs 25–32 of *The Pearl*. As you follow along silently, look for these cues.
   a. Question marks (?) to show when the voice should rise, and periods (.) and commas (,) to signal that the pitch should remain steady:

   "Does he have any money?" the doctor asked. "No, they never have any money. Ask him if he has any money."

   b. Exclamation marks (!) to show strong emotion:

   "I'm not an animal doctor!"

   Notice especially how different punctuation marks affect the meaning of the same word:

   "Yes?" the doctor asked. . . .

   "Yes, sir," the servant said.
2. Read aloud with your teacher as your teacher reads the paragraphs again. Use the punctuation cues to help you read fluently and with appropriate expression and pitch.

Vocabulary Development

Antonyms

An **antonym** is a word that means the opposite of another word. For example, **good** and **evil** are antonyms.

Antonyms are complete opposites. But often there are words in between that show a smaller degree of **contrast.** Between **hot** and **cold,** for example, are **warm, lukewarm,** and **cool.** Knowing the whole range of words helps you choose the word with the exact shade of meaning you want.

Choose the word that is most nearly opposite in meaning to the word in CAPITAL letters. Use a dictionary if you need help.

1. ACCEPT: (a) agree (b) **refuse** (c) consent (d) discuss
2. MODERN: (a) today (b) old (c) ancient (d) trendy
3. FOOLISH: (a) **ignorant** (b) wise (c) **embarrassed** (d) educated

As you write, use antonyms with an exact shade of meaning. Use your knowledge of antonyms to figure out the meaning of words as you read.

Build Your Knowledge

Many print and online **thesauruses** give antonyms of words. Use a thesaurus to find antonyms, as well as synonyms, as an aid to your writing. This will help you learn related words and concepts.

Checkpoint

1. Give three **antonyms** for the word **big.**
2. Explain the shade of meaning for each **antonym.**

Vocabulary Log · Workbook page 120 · Independent Practice CD-ROM/Online

Cultural Connection

Point out that different cultures ask questions in different ways. Tell students that in English the voice rises at the end of a question. Questions also end with a question mark: "Did you WIN?" Have volunteers analyze their own home language and determine how the voice and punctuation signals a question. Make a list of the different questioning styles on the board.

Home Connection

Connect Have students share the role-play with a family member. Students should summarize the case, including the evidence and jury's decision. Have students ask the family member whether he or she agrees or disagrees with the decision and the reason why. As a class, discuss the family members' opinions about the case.

Unit 3 • Chapter 1 After Readings 1 and 2

Reading Fluency

Using Punctuation Cues: Expression and Pitch

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Instructional Routine for Reading Fluency page Txxviii

Application Tell students that paying attention to punctuation cues will help them when reading aloud. Question marks, commas, and exclamation points show when a reader's voice should rise, change pitch, or show strong emotion.

Vocabulary Development

Antonyms

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

- **Clarify meaning and usage** Have students make an illustrated chart of words and their antonyms from the two reading selections. Word/antonym pairs may include: *same/different, biggest/smallest, evil/good,* and so on.
- **Personal dictionary** Have students create a personal antonym dictionary containing frequently used antonyms. Tell them that they can refer to their dictionaries when they write.
- **Review synonyms** ***Say:*** *Remember that you studied synonyms in Unit 2 Chapter 2 on page 119. What is the definition of a synonym? How are synonyms related to antonyms?* Have students generate a list of frequently used synonyms to compare to the antonyms in their dictionaries.

Reading Fluency

Repeated Reading Vocabulary Development, first two paragraphs

Vocabulary Development Answers

1. b
2. c
3. b

Checkpoint Answers

1. Sample answer: small, minute, miniscule
2. Sample explanations: *Small* is the simple opposite of *big; minute* means very small; *miniscule* means extremely small or the tiniest

Grammar

Verb Review: The Progressive Tenses

Instructional Routine for Grammar
page Txxxii

- **Preteach** Review the forms of the verb *be*. Write the following cloze sentences on the board. Ask volunteers to fill in the blanks with present tense forms of *be*. I ____ (am). She ____ (is). They ____ (are). Repeat, this time asking students to use the past tense. I ____ (was). She ____ (was). They ____ (were). Repeat with the future: I ____ (will be). She ____ (will be). They ____ (will be). Point out that all of these verb forms are used in the progressive tense.
- **Teach** Model the use of the progressive tense. ***Say:*** *I am talking right now. I was talking yesterday. I will be talking tomorrow.* Have students repeat the sentences after you. Now sing a few notes from a song. Ask students to complete each sentence aloud. ***Say:*** *I* _____ (am singing) *today. I* ____(was singing) *yesterday. I*____ (will be singing) *tomorrow.* Repeat with other verbs.
- **Practice** Have students complete the sentences on page 160. Go over the answers as a class.
- **Apply** Read sample sentences such as the following: *Tim* _____ *(run) right now* (is running). Have students write the correct progressive verb form on cards and hold them up. Repeat with other sentences.
- **Extend** Have partners each write three questions that are similar to the Use the Grammar Independently sentences. Partners should trade papers and write answers to the questions.

Practice the Grammar Answers
1. was crying
2. is waiting
3. will be speaking
4. was singing
5. will be talking

Use the Grammar Sample Answers
1. I was helping my friend.
2. They are writing in their notebooks.
3. We will be swimming in the pool.

Grammar Expansion

Forming Present Participles Students will practice forming present participles on Workbook page 122.

Checkpoint Answer
Use the progressive tenses when you want to express continuing or ongoing action.

After Readings 1 and 2

Grammar

Verb Review: The Progressive Tenses

Use the **progressive tenses** to express continuing or ongoing action.

Tense	Use	Form
Present Progressive	• expresses an action that is in progress now	**is/am/are** + present participle Example: The judge **is speaking.**
Past Progressive	• expresses an action that was in progress in the past	**was/were** + present participle Example: The birds **were singing.**
Future Progressive	• expresses an action that will be in progress in the future	**will be** (simple future) + present participle Example: We **will be examining** the DNA next week.

Note: See page 416 for spelling rules for present participles.

Practice the Grammar Complete each sentence with the present progressive, past progressive, or future progressive form of the verb.

1. Coyotito ____ (cry) in his mother's arms last night.
2. A servant ____ (wait) outside the gate right now.
3. Kino's neighbors ____ (speak) with the other villagers in a few minutes.
4. Juana ____ (sing) a song when Kino found the pearl.
5. Kino and Juana ____ (talk) with the doctor later today.

Grammar Expansion
Forming Present Participles
Workbook page 122 · Independent Practice CD-ROM/Online

Use the Grammar Independently Ask and answer the questions with a partner. Use the progressive tenses. Then write your answers.

1. What were you doing at 4:00 PM last Saturday?
2. What are your classmates doing now?
3. What will your family be doing at 8:00 PM tomorrow night?

Checkpoint
When do you use the **progressive tenses**?

Workbook page 121 · Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Write on the board: *Past/Present/Future.* Say a sentence, and ask students to identify the time. For example, ***Say:*** *I am talking to you. I was talking to him yesterday. I will be talking to my friend later.* Then, write some sample sentences in each tense on the board. Ask students to identify what is the same in each sentence (the present participle). What is different? (the tense of *be*).

Extension

Prepare cards with verbs such as: *run, sleep, walk, laugh,* etc. Write a second set of cards with: *Now, Yesterday,* and *Tomorrow.* Have a student come up and choose one of each kind of card. The student must pantomime the verb written on the card. The student who guesses the correct answer must then use one of the progressive forms of that verb in a sentence. Allow that student to pick two cards for the next student.

Grammar

The Perfect Tenses

There are three forms of the **perfect tenses**: the **present perfect**, the **past perfect**, and the **future perfect**.

Tense	Use	Form
Present Perfect	expresses an action that: • was completed before the present time, at an unknown time in the past • started at an unknown time in the past and continued to the present time • was repeated before the present time, at unknown times in the past	**have/has** + past participle Example: A police doctor **has taken** blood samples from each one of them.
Past Perfect	expresses an action that was completed at an unknown time in the past and before another action in the past (use the simple past for the other past action)	**had** + past participle Example: The thief's head **had snagged** against the broken window before the thief left.
Future Perfect	expresses an action that will be completed before another future action or time (use the simple present for the other future action)	**will have** + past participle Example: By tomorrow night, they **will have found** the thief.

Note: For regular verbs, the past participle has the same form as the simple past tense. See page 417 for a list of past participles of irregular verbs.

Practice the Grammar Complete each sentence with the present, past, or future perfect form of the verb.

1. The manager ____ (work) at the company for a long time.
2. Ting ____ (clean) her room before she ate dinner.
3. Joe and Ted ____ (see) that movie before.
4. By the time Sue goes to college next year, she ____ (attend) school for 12 years.
5. Manny ____ (visit) his grandparents in Mexico five times.

Use the Grammar Independently Write and say a sentence with the verb tenses and the verbs given below.

1. the future perfect tense (**make**)
2. the past perfect tense (**throw**)
3. the present perfect tense (**give**)

Workbook page 123 | Independent Practice CD-ROM/Online

Grammar Expansion
Irregular Past Participles
Workbook page 124 | Independent Practice CD-ROM/Online

Checkpoint
What are the three uses of the **present perfect** tense?

Cultural Connection

Define and clarify Have students who are fluent in languages other than English explain how the progressive tense is expressed in their languages. Make a chart that shows each form. Discuss differences between the languages.

Reteach and Reassess

Define and clarify Review the use of the perfect tense. Then have partners look through magazines or books and identify uses of the perfect tense. Students should then copy the sentences and discuss why the tense was used. ***Say:*** *What would have happened if the author used the simple present here or the simple past? How would it have changed the meaning of the sentence?* Have students explain how the simple present or past would have changed the sentence's meaning.

Grammar (cont.)

The Perfect Tenses

- **Preteach** Review forms of the verb *have*. Write the following cloze sentences on the board. Ask volunteers to fill in the blanks with present tense forms of *have*. I ____ (have). She ____ (has). They ____ (have). Repeat, for the past tense: I ____ (had). She ____ (had). They ____ (had). Repeat with the future: I ____ (will have). She ____ (will have). They ____ (will have). Point out that all of these verb forms are used in the perfect tense.
- **Teach** Model the perfect tenses. Write a present tense sentence on the board using a verb such as *skate*. (*I skate.*) ***Say:*** *Let's say the sentence in the three perfect tenses: I have skated; I had skated; I will have skated.* Repeat the modeling with two more verbs, such as *eat* and *walk*.
- **Practice** Have students complete the Practice the Grammar sentences on page 161. Go over the answers as a class.
- **Apply** Read sample sentences such as the following: *Tim _____ mowed the lawn once a week for two years.* (has) Have students write the perfect verb form on cards and hold them up. Repeat with other sentences.
- **Extend** Have partners each write three verbs that are similar to the Use the Grammar Independently sentences. Partners should trade papers and write sentences.

Practice the Grammar Answers
1. has worked
2. had cleaned
3. have seen
4. will have attended
5. has visited

Use the Grammar Sample Answers
1. I will have made dinner by five.
2. I had thrown the ball a second before he ran.
3. Dana has given Mark a new hat.

Grammar Expansion

Irregular Past Participles Students will learn the irregular forms of past participles on Workbook page 124.

Checkpoint Answers
1. to express an action that was completed at an unknown time in the past
2. to express an action that started at an unknown time in the past and continues in the present
3. to express an action was repeated before the present time at unknown times in the past

Writing Assignment

Write a Story About Healing

Instructional Routine for Writing page Txxxvi
Teacher Resources: Graphic Organizers: Story Map
Teacher Resources: Rubrics: Rubric for Writing Assessment
Milestones Handbook pages 409–449

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing whenever possible.
- **Review formatting** Remind students to indent the first line of their paragraphs.
- **Grammar review** Review the progressive and perfect tenses and remind students to use them when writing their stories.
- **Use the graphic organizer** Have students use the **Story Map** to help them organize their stories about healing.

Writing prompt

Interpret the Writing Prompt Read the Writing Prompt aloud. Ask volunteers to restate the prompt in their own words. Make certain that students understand the meaning of the word *healing* (getting better after injury, pain, or sickness). Remind students that Coyotito was healed in *The Pearl*.

Read the Student Model

- **Analyze model writing** Have students read the model silently. ***Ask:*** *What kind of story does this appear to be?* (a fable or folktale) *Which character in the story has healing power?* (a python) *Is this story realistic?* (no) *Does it teach a lesson?* (yes) *Is the story written in the first-person or third-person point of view?* (third-person)
- **Grammar review** Point out one to two examples of the progressive and perfect tenses in the story. Then ask students to point out others. Ask them to identify the tense. ***Say:*** *Remember to use these tenses in your own story.*

Reading Fluency

Use Punctuation and Type Cues Student Model

Writing Assignment

Write a Story About Healing

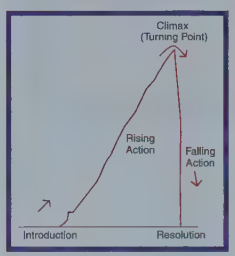
Writing Prompt

Write a story about healing to read to a child. Your story should be exciting. It should also teach a moral or lesson. It should have a clear plot. Use the progressive and perfect tenses when appropriate.

Write Your Story

1. **Read the student model.** The model will help you to understand how to write a story with a clear plot.

Student Model



Plot Diagram

Build Your Knowledge

A **thesaurus** can help you find descriptive words for your writing. Use a print or online thesaurus to find words and ideas related to the ones you want to use. Then use a dictionary to check that the words you choose have the exact shade of meaning you want.

The Python

There was a great lake in a land far away. A great silver water python lived at the bottom of the lake. This beautiful and terrible snake was guarding the lake.

This python was very special. If you touched its cold, wet skin, you could be healed of all illnesses and pains.

Jasmine sat by the lake, and she watched the gentle waves. Her mother had become very ill last month. Jasmine wanted her mother to get better, but she was afraid to touch the python.

Suddenly, Jasmine heard a cry behind her. It was her younger sister. "Hurry! Mother is getting worse very quickly!"

Then Jasmine remembered the many times her brave and strong mother had saved her from terrible danger.

So Jasmine courageously stepped into the water. The python's tongue flickered. Then it was still. The great snake closed its eyes. Jasmine stretched out her hand and stroked the python's cool, wet skin. Then she raced across the fields to touch her mother with the python's healing power.

Workbook page 125

Differentiated Instruction • Writing Assignment

Scaffolding

Encourage students, in pairs or small groups, to brainstorm ideas on the topic of healing before they begin writing. Have them list all their ideas and then choose the one they think works best. Suggest that students ask themselves questions about characters and the topic in order to spark ideas. Examples: *Who will be the main character? Who or what will need to be healed? How will the healing occur?*

Extension

Encourage students who have trouble coming up with a good story idea to start with a single story element and work from there. For example, students might start with a single character. ***Ask:*** *What is your character's name? What is he or she like?* (Responses will vary.) From there, students can move on to plot. ***Ask:*** *What problem does your character face? How might your character solve this problem?* (Responses will vary.)

2. **Prewrite.** Use the Plot Diagram to plan your plot.
   a. Who are the characters? What is the setting?
   b. What is the problem the main character faces?
   c. What is the climax for the main character?
   d. How does the character solve the problem?
3. **Write your story.** Follow the steps in the Plot Diagram.
   a. Select a point of view: the first-person or third-person.
   b. Use transition words to help your audience follow the order of events. Be sure to use chronological order.
   c. Use cause/effect to describe how the healing happens.
   d. Use language appropriate for your audience of younger students.
   e. Use descriptive words and sensory details to help your audience picture the characters or setting.
   f. Use strong verbs to get your audience excited. Show why this event is memorable.
4. **Revise.** Reread your story. Be sure you have used words with the precise shade of meaning you want to express. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.
5. **Edit.** Check your writing for grammar, usage, mechanics, and spelling. Move text into a more logical order, if needed. Use the **Writing Checklist** to help you find problems and errors.
6. **Publish.** Read your story aloud to a group of children. Did the children enjoy the story? Was the story meaningful to them?

Writing Checklist

1. I included all the elements in the Plot Diagram.
2. I used language that children will understand.
3. I used descriptive words and sensory details.
4. I used transition words to move the story along.
5. I used cause/effect to describe the healing.
6. The events are presented in chronological order.
7. I used the progressive and perfect tenses when appropriate.

Writing Support

Usage

Shifts in Tense

When you write a story, you show the reader when the story takes place by the tense of the verb you use. As you write, keep the verb tenses consistent within compound sentences and within the story. If you suddenly shift the tense, you will confuse your readers. Avoid shifts in tense within a sentence or between related sentences.

	present	past
Inconsistent	Al **rides** his bike for a few miles. The tire **went** flat.	
	present	present
Consistent	Al **rides** his bike for a few miles. The tire **goes** flat.	

Apply Make corrections to any inconsistent verb tenses in your story.


Workbook pages 126–128


Independent Practice CD-ROM/Online

Home Connection

Relate to personal experience Suggest that students ask family members about healing experiences in their lives. Point out that students do not need to use the experience directly in their stories. Have them ask questions such as: "What was wrong with you?" "How long did it take you to heal?" "What was the hardest thing about healing?" "Who helped you the most when you were healing?"

Writing Strategies

Connect Remind students that they need to give their story a title. Suggest that sometimes writing a title first can spark an idea for a story, but in many cases it is easier to write the title *after* the story is finished. Discuss the purpose of a title *(to trigger the reader's interest in reading the story, to express a key idea in the story)*. Go over questions that students can use to think of a good title: "What was the most important event in the story?" "What was the turning point in your story?"

Writing Assignment (cont.)

Prewrite

Plan the story Have students plan out their story. They should write notes that outline the setting, characters, and events in the story. Story plots should be planned on a Plot Diagram. Stress that students make *healing* a key part of the story. Also, remind students that their stories should be exciting.

Write your story

Consider point of view Remind students of the difference between the first-person and third-person point of view. ***Ask:*** *What point of view will you use to tell your story? Why have you selected this point of view?* (Responses will vary.) ***Say:*** *Don't worry about getting everything perfect at this stage. You'll have a chance to correct mistakes when you revise.*

Revise

Focus on precision ***Say:*** *To revise, read your story over again.* ***Ask:*** *What parts of the story do you like? Which parts do you need to change?* (Responses will vary.) ***Say:*** *Don't forget that your story should have a moral, or lesson. What moral fits your story best?* (Responses will vary.)

Edit

Capitalization and punctuation Remind students to be sure they have used capitalization and question marks correctly as they check their work.

Publish

Perform the story Ask for volunteers to act out their stories in front of the class. Remind them to use a first-person or third-person narrator and any other characters in the story in the performance.

Writing Checklist

Edit and revise Remind students to use the Writing Checklist as they review their first drafts. The checklist includes grammar and style points that will help students find errors in their paragraphs. Tell students to read their paragraphs more than once as they check each point on the list.

Writing Support

Grammar review Remind students of the difference between the endings of regular verbs in the present tense and verbs in the past tense. Include information about the different forms of irregular verbs in each tense.

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check

Progress Check Answers

Vocabulary From the Reading
embarrassed: ashamed or feeling bad about oneself; *ignorant:* without knowledge or education; *obedient:* follows orders without question; *patient:* able to wait calmly; *refuse:* to be unwilling to do something; *serious:* focused, humorless; *conclusive:* made clear and convincing; *examine:* to look over carefully; *isolate:* to separate something from something else; *significant:* important and meaningful

Academic Vocabulary
prediction: a guess about the future based on facts; *evidence:* facts that can be used to persuade; *adjustment:* a change that makes something fit; *contrast:* to show differences; *evaluate:* to judge or find the value of

Reading Strategies
Making predictions causes readers to be more active when they read and look for clues and evidence in the text to support (or disprove) their predictions. Questioning an author helps you to examine the author's ideas and the reasons why he or she thinks a certain way.

Text Genres
novella
science reference book

Reading Comprehension
People may not treat each other fairly, but sometimes events work to correct injustice.
It presents that DNA can be used to solve real-life crimes.

Spelling
sheep, wolves, teeth, lives, girls, potatoes

Writing Conventions
at the beginning of a sentence, with proper nouns, and with regions of a country

Literary Element
The "chorus" observes what happens to Kino and his family at the doctor's house.

Listening and Speaking
Words that express agreement: *Of course... No doubt... We have agreed that...*
Words that express doubt: *It's not likely (that...), It's doubtful (that...), It doesn't seem that....*

Vocabulary Development
Antonyms can be used to show contrast. You can also use the negative form of antonyms. For example, "not happy" means "sad."

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **embarrassed, ignorant, obedient, patient, refuse, serious**	140
	• **conclusive, examine, isolate, significant**	152
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **prediction, evidence, adjustment**	141
	• **contrast, evaluate**	150
Reading Strategies	How can **making predictions** help you to understand a text more deeply?	141
	How can **questioning the author** help you to understand difficult text?	153
Text Genres	What is the text genre of *The Pearl*?	142
	What is the text genre of *Genes & DNA*?	153
Reading Comprehension	What is *The Pearl* about?	151
	How does *Genes & DNA* connect to the real world?	157
Spelling	What are the plural forms of **sheep, wolf, tooth, life, girl,** and **potato**?	157
Writing Conventions	Name the three places where capital letters are always used.	157
Literary Element	What role does a **Greek chorus** play in *The Pearl*?	151
Listening and Speaking	**Phrases for Conversation**	158
	What words can you use to show agreement and doubt?	
Vocabulary Development	How can you use **antonyms** in your speaking and writing?	159
Grammar	What are the uses of the three **progressive tenses** and **perfect tenses**?	160–161
Writing Support: Usage	Why is it important in speaking and writing to avoid unnecessary shifts in tense?	163

Grammar
The progressive tenses show continuing or ongoing action. The present perfect tense shows an action that was completed before the present time, started at an unknown time in the past and continued to the present time, or was repeated before the present time. The past perfect tense shows an action that was completed at an unknown time in the past and before another action in the present. The future perfect tense shows an action that will be completed before another future action or time.

Writing Support
Usage The reader will become confused about time and when events are taking place if there are unnecessary shifts in tense.

Assessment Practice

Read this story. Then answer Questions 1 through 4.

The Medicine of Laughter

1 Aunt Susana was sick. Valeria heard her mother, grandmother, and aunt having a serious conversation in the kitchen about how to help her aunt get better. Valeria pressed her ear to the kitchen door trying to hear something significant. Her mother saw her. "Come in," her mother cried. "Bring your brothers with you!" shouted Aunt Susana.

2 Valeria brought her little brothers. She tried to wash José's hands. She thought they should be clean around a sick person. José ran and hid under the table. Valeria ran after him and tripped over her other brother, Martín. Her face turned bright red. Aunt Susana laughed, "Don't be embarrassed! This is better than any medicine. I will get well with laughter."

1 **Read the following sentence.**

> Valeria pressed her ear to the kitchen door trying to hear something significant.

What does the word significant mean in this sentence?

- **A** interesting
- **B** educated
- **C** important
- **D** personal

2 **Based on evidence in the story, which is the best prediction of what will happen next?**

- **A** Valeria will cry.
- **B** Valeria will laugh.
- **C** Valeria's brothers will cry.
- **D** Valeria's aunt will not get better.

3 **Which is the best query for questioning the author?**

- **A** Why does the author write that Valeria turned red?
- **B** What did Aunt Susana say to Valeria?
- **C** When did the author write this story?
- **D** What is the author's background?

4 **What is the theme of this story?**

- **A** Sick people need rest to get better.
- **B** It is not polite to listen to others' conversations.
- **C** It is important to wash your hands around sick people.
- **D** Laughter can help sick people feel better.

Writing on Demand: A Healing Story

We all have gotten sick. We all know someone who has gotten sick. Write a story about yourself or someone you know who has gotten sick. Tell how the person got well. **(20 minutes)**

Writing Tip
Use consistent verb tenses in your story. For example, if you are writing about the past, be sure all your verbs are in the past.

Study Skill

Two-Column Note Taking Help students to organize their note-taking. Have students fold sheet of notepaper in half, lengthwise, creating two columns. As students read or listen in class, they should write subject headings or main ideas in the left column of the paper. Supporting details should be written in the space to the right. This two-column chart becomes a handy study tool.

Students can fold the paper down the center line so that only the main ideas or the details are visible. Students can then recall details that support the visible main ideas. Or they can summarize the main ideas based on the visible supporting details. This is an excellent listening skill for students who need practice taking notes from spoken instruction.

Unit 3 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 3, Chapter 1 Quiz
- **Teacher Resources:** *ExamView* Unit 3, Chapter 1 Quiz
- **Milestones Tracker:** Unit 3, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies
Tell students that if a test question asks about a specific word they should immediately search for that word and circle it in the text.

Reading Fluency

Echo Reading "The Medicine of Laughter," paragraphs 1–2

Answers
1. C
2. B
3. A
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 to revise and edit
- **Read and interpret writing prompt** Tell students they should try to determine the main idea of the prompt. ***Ask:*** *What kind of text is the prompt asking you to write?* (a story) *What should the story be about?* (a sick person who got better) *What should you include in your story?* (how the person got better)
- **Organize quickly** Advise students to use a Plot Diagram to plan their story. Take notes on setting, characters, and how the story will end.
- **Revise** ***Say:*** *It's always important to reread your story after writing it. Each part of the story should be meaningful. Focus on fixing parts of the story that don't seem clear or aren't necessary.*
- **Edit** Advise students to go through the editing checklist and fix any grammar, spelling, and punctuation errors. Tell them to check carefully and to make sure they fix the mistakes they see.

Objectives

Reading Strategy
Say: *When you paraphrase, you restate a text in your own words.* Explain that to paraphrase students must first read the text. Then they should write what the text means in their own words. Stating facts and events in their own words helps students understand the text. Students should practice thinking aloud to help themselves reason through confusing text.

Listening and Speaking
Ask: *What is an interview?* (a conversation in which one person asks another questions) *Why would a person go to a job interview?* (to try to get a job) Tell the students they will be role-playing a job interview later in this chapter.

Grammar
Tell students that they will be learning about how to use adjectives and adverbs. Write these sentences on the board and have students complete them. Sample answers are shown:
1. The whale is a ____ animal. (big)
2. She yelled __ . (loudly)
3. Tomás ___ answered the phone. (quickly)
4. The flag is ___ and white. (green)

Vocabulary
Ask students to define or explain familiar words from the Key Vocabulary list. Make a list of students' responses on the board.

Informal Pre-Assessment
Ask: *Are these statements true or false?* ***Say:*** *An opinion is a statement.* (true) *Opinions are always true.* (false)

Formal Pre-Assessment
Select items from the Assessment Program or the Teacher Resource CD-ROM with *ExamView®*.

Chapter Focus Question

Preteach vocabulary Point out that the phrase *stand up for* means to defend or to take action. ***Say:*** *People who stand up for what they believe is right defend their beliefs.*

About the Reading

Interpret the image Have students look at the image on page 166. Tell them that this is a statue of Socrates, a famous thinker from ancient Greece. ***Say:*** *Would you say that Socrates looks wise?* (yes) *What makes you think this?* (Sample response: He looks old. He looks serious. He looks thoughtful.)

CHAPTER 2

Objectives

Reading Strategies
Paraphrase; Think aloud

Listening and Speaking
Role-play a job interview

Grammar
Use adjectives and adverbs

Writing
Write an essay about a painting

Academic Vocabulary

paraphrase | **relate**
organize

Academic Content

Socrates
The government of ancient Greece
Protest songs

Chapter Focus Question
Why is it important to stand up for what you believe is right?

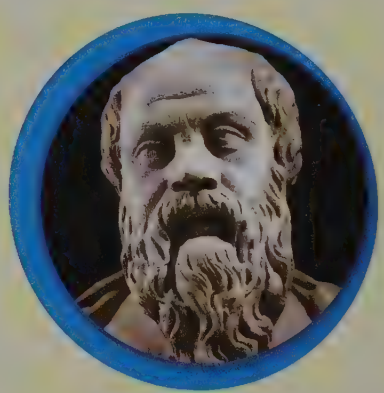
Reading 1 **Content:** Social Studies
Informational text: Magazine article
Justice First (adapted)
by R. Anthony Kugler

Reading 2 **Literature**
Song lyrics
Blowin' in the Wind
by Bob Dylan

Justice First

About the Reading

You are going to read a magazine article about an ancient Greek philosopher named Socrates. Socrates did what he believed was right instead of what others wanted him to do.



166 Unit 3 • Chapter 2

Differentiated Instruction • Use Prior Knowledge

Scaffolding
Say: *When you must choose between two (or more) things, you make a* decision. *Your decision is the choice you make. For example, you make a decision when you choose something for breakfast every day. But you also make more important decisions about such things as friends, family, future plans, and so on.* ***Ask:*** *What is a decision you have made lately? Describe the decision. It can be big or small.* (Sample answer: I decided to save my money to buy a computer game.)

Extension
Have students work in small groups. Have them take turns describing a decision made by someone they know, have read about, or seen on TV. Students should describe the situation first. What choices did the decision maker have? What were the possible results of each decision? Ask the group to discuss the decision: Do they agree with the person's decision? Why or why not?

Build Background

The Socratic Method



Socrates is one of the earliest and most famous philosophers. He lived from around 480 B.C. to about 400 B.C. in Athens, Greece.

Socrates is considered one of the greatest thinkers in history. Socrates asked difficult questions about the world: What is wisdom? What is beauty? What is the right thing to do?

Instead of answering these questions himself, Socrates thought it would be better to have many people discuss the questions together. He went around Athens asking people questions. Some tried to answer him. Then Socrates would ask them more questions that pointed out problems in their thinking. For each answer he got, he had another, more challenging question. This way of questioning, called the Socratic Method, is still used today to think about difficult issues in the world.

Use Prior Knowledge

Discuss Making Decisions

People make decisions every day. Some decisions are big, and some are small. Sometimes they turn out to be the right decisions, and sometimes they turn out to be the wrong ones. Sometimes people make decisions based on a belief in what is right, even if others disagree.

Think about decisions that you or people you know have made because they seemed like the right decisions to make. Make a chart like the one below, and list some of these decisions.

Decision	Who made it	Why	Result
to help a boy cross the street	*me*	*I was worried that traffic would not stop for him.*	*I helped him across safely, and he thanked me.*

Math Connection

Relate to personal experience Have students work in small groups to answer the question, "Who makes the decisions in your family?" Ask them to think of three parts of family life. (meals, bedtime, and computer use) Have them tell what family member makes the decisions in each category. Ask them to record their data. Then, have the groups share their data with the class and chart the results on the board.

Community Connection

Have students think about their community. ***Ask:*** *What kinds of decisions are made in our community?* Have teams work together to make a report on the local community government. Who are the decision makers in their community? Are the decision makers elected? Once decisions are made, do ordinary people have a chance to question or change decisions? Students can present their findings to the class.

Build Background

The Socratic Method

- **Pre-assess** Determine if students know what a *philosopher* is. ***Say:*** *A philosopher is a person who thinks about big questions of life.* Identify Socrates as a famous philosopher.
- **Teach** Tell students that Socrates developed a questioning method for finding knowledge—the Socratic Method. ***Say:*** *In the Socratic Method you keep asking questions. Each question is deeper than the one before. For example, Socrates might ask, "What is justice?" After he gets an answer he then asks other questions, such as "Why do think that?" and "How do you know that?" The goal of the method is not to get a final, absolute answer. The goal is to think about your answers and to learn from the questions asked.*
- **Use prior knowledge** Have students work in small groups to brainstorm a list of things people make decisions about. Put decisions into categories—small, big, most important.

Reading Fluency

Reading Words in Chunks Build Background

Use Prior Knowledge

Discuss Making Decisions

Clarify terms Discuss what it means to make a decision. ***Ask:*** *What is a right or correct decision?* (a decision that ends with a good outcome) *A wrong decision?* (a decision that ends up with a bad outcome) *How can you avoid bad decisions?* (Sample answer: Think carefully about the situation before you decide.)

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

admire *(adore, appreciate, approve, cherish, treasure)*
conscience *(duty, principle, scruple, superego)*
duty *(burden, charge, commitment, obligation, task)*
oppose *(argue, battle, disagree, obstruct, protest)*
respect *(adoration, awe, esteem, honor, reverence)*

Draw a **Word Square** on the board. Write one of the Key Vocabulary words in the upper left box. Write a definition of the word in the upper right box. Have students suggest a sentence that uses the word for the lower left box. Finally, have students suggest a prompt or visual clue for the lower right box. Students should repeat the process for other Key Vocabulary words.

- **Word relationships** Point out that the word *opposite* has the same root as *oppose.* Both words have similar meanings. The *opposite* of something is "completely different," and "on the other side." For example, *hot* is the opposite of *cold. Oppose* means to be on the other side as well. When you *oppose* something you fight against it; you are on the "other side."
- **Vocabulary strategies Define and clarify** Go over the definition of *noun* (a person, place, thing, or idea) and *verb* (an action word or word of being). Write the Key Vocabulary words on the board. Underline the verbs *(admire, oppose,* and *respect).* Circle the nouns *(conscience, duty).* Point out that *respect* can be used as a verb and a noun.
- **Extend** Tell students to look for the Key Vocabulary words in other classes and outside school.

Practice Vocabulary Answers

1. a
2. b
3. b
4. b
5. b

Use Vocabulary Sample Answers

1. I feel like I have a **duty** to **oppose** pollution.
2. I **respect** the mayor. She always listens to her **conscience.**

Checkpoint Answers

1. Sample answer: Your conscience can guide you toward a right decision.
2. Answers will vary.

Before Reading 1

Key Vocabulary

admire
conscience
duty
oppose
respect

Build Your Knowledge

Learning a word's **dervation,** or how a word is formed, helps you figure out its meaning. Words can be formed by adding a **suffix,** or a word ending. The Latin suffix **-ion / -tion / -ation / -ition** changes verbs to nouns that means the action, process, or result of the verb. Be sure to spell suffixes correctly as you write.

Figure out the meaning of *admiration* and *opposition.*

Checkpoint

1. How can your **conscience** help you make decisions?
2. Who do you **respect** most? Why?

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read the sentences. Look at the **highlighted** word. Use the context of the sentences to determine the meaning of the word.

1. I **admire** how well Amada plays soccer. I wish I could play as well as she does.
2. My **conscience** told me that I should not keep the wallet that I found on the street. So I returned it to the owner.
3. My father manages a restaurant. His **duty** is to be sure that the employees do their work well.
4. Teachers want to make the school day longer. I think it's a good idea, but Mina doesn't. She **opposes** it.
5. My sister is a nurse. I **respect** her desire to help others.

Practice Vocabulary Choose the letter next to the phrase that *best* answers the question. Then tell why you made that choice.

1. Which person would you **admire** more?
   (a) someone who helps others learn math
   (b) someone who is often late to school
2. Which activity might bother your **conscience**?
   (a) helping a young child tie her shoes
   (b) hurting a friend's feelings
3. Which person is performing a **duty**?
   (a) a scientist eating a sandwich
   (b) a police officer catching a criminal
4. Where might students **oppose** one another?
   (a) in band practice
   (b) in a game
5. In which situation does Joe **respect** others?
   (a) when he talks to a friend loudly at the movies
   (b) when he thanks a person who helps him

Use Vocabulary Independently Connect the **highlighted** words with what you know. Then follow the directions.

1. Use the word **duty** to tell about something you **oppose**.
2. Use the words **respect** and **conscience** to tell about someone you **admire**.

Vocabulary Log | Workbook page 129 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

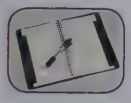
Write the phrases below and the vocabulary words on the board. Have students match the word to the phrase. Give students hints as needed.
fight against (oppose)
inner voice (conscience)
honor and show positive feelings for (respect)
think highly of (admire)
job you need to do (duty)

Extension

Have partners write cloze sentences with blanks for the vocabulary words. For example, students could write sentences like these: *I _____ the law that says dogs are not allowed in the park.* (oppose) *My ____ will not allow me to cheat on a test.* (conscience) *You should show _____ toward others in all situations.* (respect) Then partners should exchange papers and write in the missing words.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
paraphrase *verb*	to retell in your own words	Carla used her own words to **paraphrase** the first line of the novel.	
organize *verb*	to put in order	Thanh writes in his planner to **organize** all his appointments.	

Draw a picture and write a sentence for each word.

Reading Strategy

Paraphrase

When a reading is confusing or difficult to understand, try to describe or explain it using your own words in place of the author's words. When you restate a text in your own way, you **paraphrase** it.

As you read, try to **paraphrase** terms, sentences, or paragraphs that you find hard to understand.

1. Read the text several times. Make sure you understand the text. Use a print or online thesaurus to find synonyms for the author's words.
2. Imagine that you are describing or explaining the text to someone. How would you say it?.
3. Then **organize** your **paraphrases** in a two-column chart. You will complete the chart after you read.

Text	Paraphrasing

Checkpoint
How do you **paraphrase**?

Vocabulary Log · Workbook page 130 · Independent Practice CD-ROM/Online

Arts Connection

Connect Have students choose two to three vocabulary words and draw pictures that represent them. For example, a student could draw two soccer teams that *oppose* one another. Or to show the word *conscience*, students could draw portraits of people who are known to have acted on conscience such as Mohandas Gandhi or Martin Luther King, Jr. Ask students to write the word at the bottom of their picture. Display the words in class.

Social Studies Connection

Discuss examples Have students research an event in American history in which one group or individual *opposed* another. For example, students could report on the Civil War in which Northern states *opposed* Southern states. Or, students could write about how Thomas Jefferson *opposed* Alexander Hamilton. Have students read their reports to the class.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

paraphrase *(explanation, rephrasing, rewording)*
organize *(assemble, classify, muster, cumulate)*

Use the **Word Web.** Write one of the Academic Vocabulary words in the center box. Have volunteers supply words for the boxes radiating around the center. Finish the Word Web, then instruct students to copy and complete similar diagrams for the other Academic Vocabulary words.

- **Use context to understand new words** Have students look at the sample sentence for *organize* in the chart. ***Say:*** *When you organize, you put things in their correct order. For example, imagine you have a bag of raisins and nuts. When you organize them, you put the raisins and nuts into separate groups.*

Reading Strategy

Paraphrase

- **Preview** ***Say:*** *When you paraphrase, you retell a text in your own words. A paraphrase does not use the author's words. Instead, think of what the text means. Then write it using your own words.*
- **Practice the strategy** Have students practice the strategy. On the board, write: *Jan opened the door and walked into the room. She saw her desk. She saw her computer. She saw her bed. Nothing seemed to be missing. But something didn't look right.* Have students paraphrase the text. (Sample answer: Everything was in Jan's bedroom, but something seemed wrong.)

Reading Fluency

Repeated Reading Reading Strategy

Checkpoint Sample Answer
When you paraphrase, you read what is written and then you put it in your own words.

Text Genre

Informational Text: Magazine Article

- **Clarify features** Make sure that students understand that "Justice First" is a magazine article that presents information and opinions in an entertaining way. Go over the features of the article in the chart. ***Ask:*** *How is this article different from a text that gives information only?* (The article also presents the author's opinions about issues.)
- **Use prior knowledge** ***Ask:*** *Have you ever read a magazine article?* Have volunteers describe what kinds of articles they have read, the name of the magazine, and the topics the articles covered.

About the Author

R. Anthony Kugler

Explain author background Tony Kugler earned a Ph.D. in Classics from Brown University in 1999. He has written more than 80 feature articles on topics in history and social studies for middle school students. He has also taught writing to college students, adult learners, and learners of English.

Reading Focus Questions Sample Answers

1. The reading tells about Socrates, who stood up for justice and fairness even when his own safety was threatened.
2. The author's purpose was to inform people about Socrates and to persuade his audience to feel the same way about Socrates as he does.
3. He or she might feel that being right is more important than pleasing others.

Checkpoint Answers

1. It is written from the viewpoint of the author.
2. Facts (statements that can be proven) and opinions (statements of belief).

Before Reading 1

Text Genre

Informational Text: Magazine Article

"Justice First" is an article from a magazine for young people. A **magazine article** gives facts and opinions about a topic of interest. It includes the features below. Look for these features as you read "Justice First."

Magazine Article	
author	person who writes the article
facts	true statements that can be proved
opinions	a person's views or beliefs that reflect what a person thinks
viewpoint	author's opinion on a subject

Meet the Author

R. Anthony Kugler is a writer and a scholar of ancient Greece. He has long been interested in ancient history, American social history, and modern Germany. He has written numerous magazine articles for students of world history and social studies. He lives with his wife and daughter in Madison, Wisconsin.

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Justice"?
2. What do you think was the author's purpose for writing about Socrates?
3. Why might someone take an unpopular or uncomfortable stand on an issue?

Checkpoint

1. From whose viewpoint is a **magazine article** written?
2. What two kinds of statements can you find in a **magazine article**?

Workbook page 131
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Some students may not have read many magazine articles. Bring in age-appropriate magazines of various types (sports, fashion, news, etc.). ***Ask:*** *What features do you notice in the magazines?* (photos, graphics, boxed information, headlines, advertisements) *How can you tell what an article is about before you read it?* (Sample answer: Look at the title, headlines, graphics, scan the text briefly.)

Extension

Discuss how an article with opinions differs from an informational article. Write the following sentences. *Socrates lived in Greece. Socrates was a great man.* ***Ask:*** *Which of the statements was a fact?* (first one) *Which was an opinion?* (second one) *How do you know?* (Sample answer: The first statement can be proven to be true. The second statement is only what one person thinks to be true.)

Reading 1

Content
Social Studies

Justice First

by R. Anthony Kugler

Prologue

Athens and Sparta, two **city-states** in ancient Greece, fought a war against each other that lasted 27 years. Before the war, Athens was a *democracy*; the citizens chose their leaders. During the war, a group of Athenians wanted Athens to be an *oligarchy*, or a government led by a few rich men. After Sparta **defeated** Athens in the war, the rich Athenians took control of their city-state, got rid of democracy, and created an oligarchy.

1 Socrates showed great courage as a soldier in his city's long battle with Sparta, but his courage in the face of injustice was even greater. It is never easy to talk about uncomfortable or unpopular topics, or to point out the wrong actions of people in **power**. But Socrates did so every day. His loyalty to truth and justice sometimes made him unpopular. It is also one of the reasons we still talk about Socrates.

Reading Strategy

Paraphrase Explain in your own words what the author means by Socrates' "courage in the face of injustice."



city-states cities that are run like countries
defeated won a victory over someone
power control

Reading Check

1. **Recall details** Which two cities were fighting a war?
2. **Identify proposition** What idea about Socrates does the author propose?
3. **Make an inference** Why would loyalty to truth and justice make someone unpopular?

Home Connection

Connect Encourage students to bring in a magazine in their home language. Compare its features to an American magazine. Try to find articles that cover the same topic or a similar topic. ***Ask:*** *Are American magazines different from the magazines in your home language? In what ways?* (Responses will vary. Students may point out that both magazines express ideas in similar ways, but their styles differ.)

Arts Connection

Connect Bring in a collection of old magazines and distribute them to groups. Have students use scissors, paste, and construction paper to create collages out of the magazine visuals. Point out that students can add text to their collage by cutting out letters from magazine headlines. Tell students that the topic of their collages should be "justice."

Read the Selection

CD 2, Track 4 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Define the words *courage* (bravery) and *loyalty* (staying with someone through hard times). Point out prefixes in the words *injustice* and *uncomfortable*. ***Ask:*** *If* justice *is fairness, what does* injustice *mean?* (something that is not fair) *If* comfortable *means relaxed and happy, what does* uncomfortable *mean?* (not relaxed and not happy)
- **Reading aloud** Read the prologue aloud and first paragraph as the students follow along in their text.
- **Grammar preview** List adjectives from the page on the board: *rich, great, unpopular, wrong.* Identify these words as adjectives. Write: *a rich man; a great man; an unpopular man; the wrong man.* Discuss how the adjective changes the meaning in each case. Tell students they will learn more about adjectives on page 184.
- **Writing convention preview** Point out the semicolon in the prologue after the word *democracy.* ***Say:*** *The semicolon separates two clauses that are independent, or can stand on their own.* Students will learn more about using semicolons in compound sentences on Workbook page 139.

Reading Fluency

CD Assisted Reading "Justice First," paragraphs 1–2

Reading Strategy

Teacher modeling Model paraphrasing for students using paragraph 2. ***Say:*** *When I paraphrase, first I read carefully. After I finish reading, I think of what the text means. Then I write what it means in my own words:* Write: *Socrates always spoke out against actions that were wrong.*

Reading Strategy Answer
Socrates bravely spoke out about the wrong actions of people in power.

Reading Check Answers
1. Athens and Sparta
2. That Socrates' sense of justice and fairness was great.
3. Some people get to be in power because of lies and injustice. Telling these people that they should be fair and just could anger the leaders and get a person in trouble.

Read the Selection

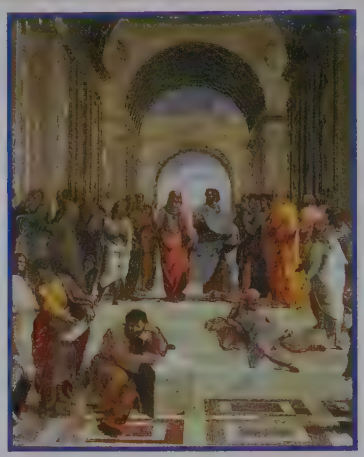
- **Preteach vocabulary** Explain the meaning of the word *tyrant*, which appears on this page. ***Say:*** *In the time of Socrates,* tyrant *meant a ruler who had no legal right to rule. In modern times,* tyrant *usually refers to a cruel and unjust leader.*
- **Prereading** Inform students that the city-state of Athens is often called the first democracy. Democracy is the system of government in which people get to vote to make decisions and choose their leaders.
- **Impress Reading** Select students to read each paragraph out loud with you simultaneously.
- **Interpret the image** ***Ask:*** *What are the people in the painting doing?* (talking) *The title of the painting is "School of Athens." How is this school different than your own school? How is it similar?* (Sample answer: It's different because there are no desks or board, but similar in that people seem to be talking and thinking.)
- **Vocabulary development** Discuss word roots. Point out that many words in English have Greek or Latin roots. The word *tyrant,* for example, comes from the Greek *tyrannos,* which means "illegal ruler." The word *popularity,* for example, comes from the Latin root *populus,* which means "people." ***Ask:*** *What root do you think the English word* people *comes from?* (populus)

Reading Strategy

Practice the strategy Have a volunteer read the first three sentences from paragraph 2. ***Ask:*** *What is this section about?* Have volunteers respond. Use the responses to paraphrase the text as follows: *Socrates's worst enemies were the Thirty Tyrants who wanted to end democracy in Athens.* ***Say:*** *Notice how the paraphrased sentence expresses the ideas in the text.*

Reading Strategy Sample Answer
Critias wanted to put Socrates in a position where his only choice was to accept the rule of the Thirty Tyrants





In *School of Athens,* the artist Raphael painted many Greek scholars together. Socrates (above) is shown talking to students.

Build Your Knowledge

A **root** is the part of a word that gives the word its basic meaning. The word *democracy* comes from two Greek roots. Use the meaning of the roots to figure out the meaning of *democracy* in this passage.

2 Socrates had many powerful enemies. His most dangerous enemies were called the Thirty Tyrants. They were Athenians who saw their city's final defeat by Sparta in 404 B.C. as a chance to **destroy** something they hated: democracy. The word "democracy" comes from the Greek word *demos* ("people") and *kratos* ("power"). They believed that power should not be held by the people but by a few rich individuals. The Tyrants thought that they should be the leaders of Athens. With the help of the Spartan general Leonidas, the Thirty Tyrants quickly **took charge of** the city.

3 Many of the Thirty Tyrants came from rich and powerful families in Athens. The sons of these wealthy families were also the most interested in Socrates' ideas. A man named Critias, a loyal student of Socrates, was a powerful member of the Thirty Tyrants. Critias tried to get the people of Athens to accept the rule of the Tyrants. Then he got an idea: If Socrates supported the Tyrants or looked like he supported them, other Athenians would too. Socrates was well known, and the people of Athens greatly **admired** him. So, Critias looked for a way to use his teacher's **popularity** to help the Tyrants.

Reading Strategy

Paraphrase Use your own words to explain Critias's idea.

destroy ruin, put an end to
took charge of began to lead
popularity acceptance by many people

Differentiated Instruction • Reading Comprehension

Scaffolding

Students may find the actions of Critias confusing. Stress the following points. Many of the Thirty Tyrants were the students of Socrates. Critias's plan was to give Socrates an order. When Socrates followed the order, it would show that he (Socrates) respected the rule of the Thirty Tyrants. However, Socrates *refused* to follow the order the Tyrants gave him. So Critias's plan didn't work. ***Ask:*** *How did people feel about Socrates after he refused the order?* (They respected him more.) *How did they feel about the Thirty Tyrants?* (They respected them less and removed them from power.)

Extension

Discuss the idea in the text that "many people thought he [Socrates] was as guilty as they [the Thirty Tyrants] were." ***Say:*** *The text says that "many of the Thirty Tyrants had been followers of Socrates."* ***Ask:*** *Did Socrates want to destroy democracy?* (No.) Discuss why Socrates was judged by some to be guilty of the crimes that the tyrants committed, even though he had nothing to do with those crimes.

4 Critias knew that his old teacher tried to stay away from acts that went against his beliefs of what was right. He also knew that Socrates was a loyal and **patriotic** citizen. What would Socrates do if the Tyrants ordered him to do something unjust and **illegal**? Critias believed that if Socrates had to choose between his personal beliefs and his public **duty** as a citizen, he would have to follow his **duty**. Socrates did not like the **rule** of the Tyrants. But Critias and his friends hoped that if people saw the respected teacher following their orders, they would start to support the Tyrants' rule.

Reading Strategy

Paraphrase Read how Critias describes Socrates. **Paraphrase** this description in your own words.

5 The Tyrants ordered Socrates to arrest an **innocent** person named Leon of Salamis, but the old man simply **ignored** them. The **incident** made people **respect** Socrates and **oppose** the Tyrants even more. Soon the Tyrants' rule was **overthrown.** Unfortunately, the democracy that took over was **opposed** to Socrates too. Because many of the Tyrants had been followers of Socrates, many people thought he was as guilty as they were. Even though Socrates had refused to obey the Tyrants' orders, the idea went around that he taught them to be against democracy.



Socrates with two students

patriotic loyal to and proud of one's country
illegal against the law
rule leadership; authority
innocent not guilty of a crime
ignored paid no attention to
incident event
overthrown removed from power by force

Reading Check

1. **Recall details** What was the goal of the Thirty Tyrants?
2. **Form an opinion** Should Socrates have followed his **duty** as a citizen? Explain.
3. **Identify support for proposition** What support does the author provide for his proposition that Socrates' "courage in the face of injustice was even greater"?

Social Studies Connection

Connect Have groups research democracy in ancient Greece. Students can use books, articles, and web sites as sources. Have group members answer the following questions: "How did Greek democracy elect leaders?" "Who did and did not vote?" "What issues did the voters decide?" Have students present their findings to the class.

Grouping Strategy

Connect Have students hold a discussion using the Socratic method. Topics may include: "What is justice?" "What is freedom?" "What is wisdom?" (Or students may want to choose their own topics.) Assign one student to be the leader and conduct the discussion by questioning the group members. Demonstrate the method. ***Say:*** *How do you define freedom?* Then, for example: *What do you mean by that? What is an example of that? What evidence do you have for that? How could you prove that?* and so on.

Read the Selection

- **Preteach vocabulary** ***Ask:*** *If* just *means "right and fair" what do you suppose* unjust *means?* (not right and unfair) Point out the use of *orders* in the text. Here, it means "a command." Remind students that *order* in a different context means "arranged and organized."
- **Choral Reading** Read the page orally with your students.
- **Interpret the image** Discuss the image of Socrates with two students. Ask students to compare the students in this image with those in the painting on page 172.
- **Vocabulary development** Draw students' attention to the word "supported." ***Say:*** *Look at this desk. The legs support the desk. On this page, the word* support *means "to hold up or give strength to." So when people "support the Tyrants' rule," they help hold it up and give it strength.*
- **Grammar preview** Write the adverb *simply* on the board. ***Say:*** *Adverbs are words that change the meaning of verbs and adjectives.* Write on the board: *The old man simply ignored them.* ***Ask:*** *How does the adverb* simply *change the meaning of the verb* ignored? (*Simply* means "clearly and openly.") Tell students they will learn more about adverbs on page 185.

Reading Strategy

Practice the strategy Have partners work together to paraphrase the last sentence in paragraph 5. Tell students to ask one another: *What is this text about?* Remind students that they should paraphrase in their own words. Have each pair read their sentences to another pair. (Sample: Socrates got blamed for being against democracy, even though he did not support the Tyrants.)

Reading Strategy Answer

Socrates did what was just and right. He also tried to obey the government of his country. Socrates thought following the government was more important than following his opinions of what was right.

Reading Check Answers

1. To rule Athens
2. Sample answers: No, because even though his duty was to follow the government's orders, it was wrong to arrest an innocent person.
3. Socrates had the courage to ignore the orders of the Thirty Tyrants.

Read the Selection

- **Preteach vocabulary** Explain to students that "the will of the crowd" is what the crowd wants or has decided. ***Say:*** *The word* will *means "wishes" or "choice" in this context. So the* will of the crowd *means the* "choice of the crowd." ***Ask:*** *How can being in a crowd affect people?* (Sample answer: People may follow the crowd even when the crowd is wrong, so they won't stand out.)
- **Silent reading with support** Have students read silently, but allow them to turn to a partner or group member for help. Tell students to stop at the end of every paragraph to summarize and clarify key events with their partner.
- **Interpret the image** ***Ask:*** *What does the photograph show?* (ancient buildings in modern Greece) *How does this photo help you to picture the events in the selection?* (Sample response: It shows ruins of the buildings here the events took place.)
- **Vocabulary development** Point out the word *illegal* in paragraph 7. ***Say:*** *If* legal *means "lawful" then what do you think* illegal *might mean?* (not lawful; against the law)
- **Grammar preview** Identify the adverb *publicly* in the second sentence of paragraph 6. Point out that many adverbs end in *–ly.*

Reading Fluency

Paired Reading "Justice First," paragraphs 7–9

Reading Strategy

Work together Have partners paraphrase paragraph 7. ***Say:*** *In your own words, tell what happened in the council.* (Sample: The people were angry at Socrates. They wanted to kill the admirals, but Socrates said that would be illegal.)

Reading Strategy Sample Answer
The democrats were angry at Socrates because he would not allow a group of admirals to be illegally executed.

Reading Strategy

Paraphrase Why did the democrats dislike Socrates? **Paraphrase** the author's explanation.

6 The **democrats** had another reason to dislike Socrates. In 406 B.C., Socrates publicly ignored the will of the crowd. For this, many democrats could not forgive him. It happened after Athens defeated Sparta in the great naval battle of Arginusae. The ships could not rescue many of the wounded sailors, and they drowned. In their grief, the citizens of Athens blamed the 10 admirals who were in charge at the time.

7 The admirals were called before the Athenian *boule*, the **legislative council.** The angry crowd wanted them to be **executed.** After a careful reading of the law, however, there was no doubt that the **motion** in favor of execution was illegal. One of the council members was Socrates, and he refused to allow the illegal motion to go forward. The crowd got even angrier, but Socrates followed his **conscience** and refused to change his decision.



Ruins of the Athenian Agora, where the admirals likely stood before the boule

democrats people who support democracy
legislative council group that makes laws
executed put to death
motion formal request to vote on something

Differentiated Instruction • Reading Comprehension

Scaffolding

Together with students, make an outline of the events described on page 174 on the board. Sample outline:

1. Ships could not rescue sailors in a battle.
2. Crowd in Athens wanted the admirals killed.
3. Socrates and council refused to kill the admirals.
4. Crowd blamed Socrates.

Ask: *In what way did Socrates follow his conscience?* (He knew it was wrong to kill the admirals, so he did not support the motion to kill them.) *What would you have done if you were a member of the council?* (Sample answer: I would have voted not to kill the admirals.)

Extension

Discuss the idea of conscience. ***Say:*** *Your conscience is your inner voice that tells you what is right and wrong.* Have volunteers describe instances in their own lives in which their conscience helped them make a decision. Students should include: what the situation was; what choices they were faced with; what the "easy" thing was to do; how their conscience changed their decision.



Statue of Socrates in front of The Academy in Athens

As it turned out, the admirals were executed anyway, but Socrates had made his point. The council's actions were **shameful**, and the old teacher made sure they knew it. As one character in **Plato**'s ***Symposium*** says, "Socrates is the only person in the world who can make me feel **ashamed**." Many of those in the hall that day never forgave him for it.

9 But Socrates was not concerned with popularity, wealth, or power. What mattered most to him was to know right from wrong and justice from injustice. That is how he lived his life. By those standards, his life can only be considered a **triumph**.

Reading Strategy

Paraphrase What does the character in Plato's *Symposium* mean by this statement? Explain the statement in your own words.

Reading Check

1. **Recall details** Whom did the Athenians blame when the wounded sailors drowned?
2. **Summarize** What happened to the people who were blamed?

shameful very bad
Plato another Greek thinker
Symposium title of one of Plato's writings
ashamed very sorry
triumph great success

Social Studies Connection

Discuss examples Point out the phrase "the will of the crowd" in paragraph 6. Tell students that the "founding fathers" who wrote the U.S. Constitution were very concerned with this same idea. Both Alexander Hamilton and James Madison feared what they called "the tyranny of the majority"—bad decisions made by the majority of a group of people. ***Ask:*** *Was Socrates a victim of a "tyranny of the majority?" Explain.* (Sample answer: Yes, the will of the crowd in this situation was to kill. The crowd was wrong.)

Contrastive Analysis

Discuss examples The word democrats in Spanish is demócratas, in Italian is democratici, in Norwegian is demokrater, in Portuguese is democratas, and in French is les democrats. Note the similarities between words. Have students work in small groups to make a list of words that mean democracy in other languages. Have them use library resources or the Internet.

Read the Selection

- **Preteach vocabulary** Discuss with students the vocabulary word *standards* in the last sentence. ***Say:*** *A standard is a measurement or goal. If you have high standards, you have high goals; you expect a lot. Socrates had high standards when it came to justice.*
- **Paired reading** Have students read the page in pairs. One student should read a paragraph, then his or her partner reads the following paragraph. Repeat.
- **Interpret the image** Ask students to look at the photo of the statue of Socrates on page 175. ***Ask:*** *What does Socrates seem to be doing?* (thinking) *Why do you think the artist chose to show Socrates thinking?* (Because Socrates was a thinker. He thought about truth, justice, and wisdom.)
- **Grammar preview** Point out the similarities between the words *shameful* and *ashamed*. Both words are adjectives. Both indicate bad behavior. *Shameful* describes bad actions. *Ashamed* is how you feel after carrying out bad actions.

Reading Strategy

Deliver oral summary Have students compose a sentence that paraphrases paragraph 9 and share it with a partner. (Sample: Socrates had an important life because he lived up to his ideas about right, wrong, justice, and injustice.) Have several volunteers share their sentences with the class. Discuss how paraphrasing increases your understanding of a text.

Reading Strategy Sample Answer
The character means that Socrates's sense of right and wrong was so strong that he could make people realize that they were being unjust. The character was ashamed that he was being unjust.

Reading Check Answers
1. the admirals
2. They were executed, but Socrates tried to save them by opposing the will of the people.

Apply the Reading Strategy

Paraphrase

Application Have students copy and complete a Paraphrase Chart like the one on page 176. You might want to pre-select sections for students to paraphrase. Spot check students to see how well they have applied the reading strategy.

Answers
Answers will vary.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

relate *(connect, join, associate, identify)*

Use the verb *relate* in a sample sentence. ***Say:*** *Socrates related learning to wisdom.* Use the **Word Web**. Write the Academic Vocabulary word in the center box. Have volunteers supply words for the boxes radiating from the center. Finish the Word Web. Then instruct students to copy it in their notebooks.

- **Vocabulary development** Have students use a thesaurus to find synonyms for the Academic Vocabulary word *relate* (connect, link). Have students share synonyms with class.
- **Clarify meaning and usage** Tell students to think of the word *relation* when they use *relate.* Explain that a relation is a part of your family, a person who is connected to you in some way. To *relate* is to make a connection of some type. ***Say:*** *Many questions about justice relate to the law.* Tell students to make up their own sentences using *relate.*

Checkpoint Answers
Answers will vary. Students may think of a situation in which they stood up for a principle even though it caused trouble.

Apply the Reading Strategy

Paraphrase

Now complete your two-column chart.

1. Review the Reading Strategy on page 169.
2. Copy the chart. Then look back at the reading.
3. Write sentences that were hard to understand.
4. Then **paraphrase** the sentences, using your own words. Use a thesaurus if necessary.

Text	Paraphrase
"Socrates showed great courage as a soldier in his city's long battle with Sparta. But his courage in the face of injustice was even greater."	Socrates was brave when he fought in a war. But he was even braver when he fought for people who were treated unfairly.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
relate *verb*	to connect one thing to another	Our teacher **relates** hieroglyphics in ancient Egypt to text messaging today.	

Draw a picture and write a sentence for the word.

Checkpoint

Relate an experience Socrates had to an experience you had.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Prepare for Reading Comprehension Questions by reviewing and synthesizing material from the selection. ***Say:*** *In this unit, the readings are about justice.* ***Ask:*** *How was this reading about justice?* (Sample answer: Socrates was asked to do unjust things, but he refused and paid a price for refusing.) ***Ask:*** *What purpose do you think the author had in mind when he wrote "Justice First"?* (to tell the reader about Socrates and the importance of justice)

Extension

Refer students to question 5 about facts and opinions. Then ask students to find at least two examples in which the author expressed an opinion in "Justice First." (Sample answers: (1) Socrates showed great courage as a soldier in his city's long battle with Sparta, but his courage in the face of injustice was even greater. (2) By those standards, his life can only be considered a triumph.)

Reading Comprehension Questions

Think and Discuss

Workbook page 132 | Independent Practice CD-ROM/Online

1. **Recall details** Why did the Tyrants order Socrates to do something unjust?
2. **Describe** Use two Key Vocabulary words to describe how the people of Athens felt about Socrates.
3. **Identify cause and effect** What did Socrates do to **oppose** the will of the crowd? What effect did his action have on the democrats of Athens?
4. **Identify main idea** What sentences from the reading express the main idea of this text? What evidence supports this main idea?
5. **Distinguish fact and opinion** Read the last line of paragraph 9. Is it a fact or an opinion? Explain.
6. **Infer** Why does the author believe that Socrates' life was a "triumph"?
7. **Relate to self** How are Socrates' ideas about justice similar to or different from your ideas? Explain.
8. **Revisit the Reading Focus Questions** Go back to page 170 and discuss the questions.

Text Element

Author's Opinion and Support

In persuasive writing, the author tries to persuade the reader to agree with his or her **opinion** or viewpoint. An author usually states his or her opinion near the beginning of the writing. Then the author provides support, such as facts or details, for the opinion.

"Justice First" is an example of persuasive writing. In the article, the author tries to persuade you to agree with his opinion about Socrates.

1. Reread paragraph 1 of "Justice First." What is the author's opinion about Socrates?
2. What support does the author provide throughout the rest of the reading? Identify at least three facts that support the author's opinion.

Checkpoint
How do facts **relate** to an author's **opinion** in persuasive writing?

Workbook page 133 | Independent Practice CD-ROM/Online

Writing Connection

Connect Refer students to question 6 about Socrates's life being a triumph. Define the word *triumph* as a victory of some type. Have students write about how their *own* lives might turn out to be a triumph. ***Ask:*** *What kinds of things will make your life a triumph? Will you need wealth and power? Or will other things make you a success?* Point out that students should feel free to interpret the word *triumph* in any way they like.

Home Connection

Write the word *relate* on the board. Have students work with a family member to make a list of the people they are related to. Their lists should include two things: (a) the name of the person they are related to; (b) how they are related (e.g., cousin, father's aunt). Have volunteers share their lists with the class. Students may wish to count the total number of relations. ***Ask:*** *Which member of the class has the greatest number of relations?*

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. The Tyrants hoped that if people saw a respected leader like Socrates following their orders, others would support their rule.

"Think and Search"

2. Sample answer: Many of the people admired and respected Socrates.
3. Socrates would not agree that the admirals should be executed. His actions made the democrats angry, and some never forgave him.

"Author and You"

4. Sample answer: Socrates' loyalty to truth and justice sometimes made him unpopular. It is also one of the reasons we still talk about Socrates. Evidence: Socrates ignored the orders of the Thirty Tyrants; he refused to vote in favor of executing the admirals.
5. Opinion. Not everyone will necessarily agree that Socrates's life can be considered a triumph because knowing right from wrong mattered most to him.
6. Sample answer: Socrates lived up to his own standards.

"On Your Own"

7. Answers will vary.

Revisit the Reading Focus Questions

8. Answers are found on page 170.

Text Element

Author's Opinion and Support

Clarify and explain ***Say:*** *Authors give their opinions in persuasive texts. They try to get readers to agree with their positions. In paragraph 1, the author tried to convince the reader that Socrates was wise, courageous, and cared only about the truth.* ***Ask:*** *What facts in the text support the author's opinion?* (Socrates refused to support the tyrants. Socrates refused to kill the admirals. Socrates refused to arrest Leon of Salamis.)

Reading Fluency

Repeated Reading Text Element

Checkpoint Answer
Facts support the opinions that the author expresses.

Bridging Readings 1 and 2

Say: "Justice First" was an informational reading. The author wrote it to give information about Socrates and convince the reader that Socrates was a great man. Now we'll read the words to a song about justice.

About the Reading

Interpret the image Point to the picture at the top of the page. ***Ask:*** *What does the picture show?* (hands of different colors gripping one another) *What does the picture say to you?* (People with different backgrounds can be friends.)

Build Background

Protest songs

Activate prior knowledge Students may have heard protest songs from the 1960s and 1970s on the radio or in their homes. ***Ask:*** *What do people protest in songs?* (an injustice or some other problem) *What might people write protest songs about today?* (Answers will vary.)

Reading Fluency

Reading Words in Chunks Build Background

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

allow *(consent, endorse, release, sanction)*
ban *(forbid, disallow, outlaw, prohibit)*
pretend *(fake, cheat, impersonate, simulate)*

Use the **Word Squares** to help students understand the meanings of Key Vocabulary words.

Identify synonyms Have students use a thesaurus, dictionary, or online source to find synonyms for each of the three vocabulary words: *ban* (bar, stop), *allow* (let, permit) *pretend* (make believe, act as if).

Checkpoint Answer
ban and *allow*

Before Reading 2



Blowin' in the Wind

About the Reading

You have read "Justice First," a magazine article about a man who stood up for what he believed was right. Now you will read the words of a song written by a man who wanted people to turn wrong into right.

Build Background

Protest Songs

For many years and in many cultures, songwriters have written and performed songs to point out injustices—or specific problems—in society. These songs are called **protest songs.**

One of the earliest protest songs was sung by peasants in England in the 1400's to protest the feudal system. In the United States, musicians have been singing since the American Revolution about social problems like war, inequality, racism, and poverty. A large number of protest songs are from the 1960's, a time when songwriters expressed their viewpoints on the Vietnam War and civil rights.

While protest songs deal with many different kinds of social problems, they share one thing in common: they express the thoughts and feelings of the songwriters who want their listeners to see and understand the problems the same way they do.



Victor Jara of Chile sang protest songs in the 1960's in South America.

Key Vocabulary
allow
ban
pretend

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Use the context of the sentences to determine the meanings of the **highlighted** words.

1. Carla's father **allows** her to drive the family car, but only on weekends.
2. The U.S. government **bans** toys from being sold if they are not safe for children to use.
3. Sometimes my little brother puts on my dad's boots and hat and **pretends** he is a farmer.

Checkpoint
Which two Key Vocabulary words are antonyms?

Vocabulary Log | Workbook page 134 | Independent Practice CD-ROM/Online

Differentiated Instruction • Use Context to Determine Meaning

Scaffolding

Write the Key Vocabulary words on the board. Have volunteers act out a situation that depicts each word. For example, for the word *ban* a student could pretend to be walking a dog in the park. Then, a second student posing as a police officer could enter the scene and say that there is a *ban* on dog walking. To depict *pretend*, students could *pretend* to be a car or a horse or some other recognizable thing. Have students perform similar scenes for each word.

Extension

Have each student choose one of the words and write a cloze sentence for that word. Collect the papers and distribute them randomly to the class. Have students write the correct word on their papers. Then have students read the answers they wrote. The author of each sentence should then determine whether or not the student's word was correct.

Reading Strategy

Think Aloud

Thinking aloud means saying your thoughts about a reading aloud. When you think aloud, you pause and think about the ideas in the reading. Then you express your thoughts and feelings about those ideas. Talking aloud your thoughts helps you to understand the text better.

1. Read the lines of "Blowin' in the Wind" in pairs.
2. Pause at the end of each pair of lines and think about the songwriter's message. Say your thoughts about them out loud to yourself.

Text Genre

Song Lyrics

Lyrics are the words of a song. Like the words of a poem, song lyrics are how songwriters express their feelings about topics and issues that are important to them. Look for these features of song lyrics as you read the lyrics of "Blowin' in the Wind."

Song Lyrics

verses	groups of lines that form a song; verses have similar rhythms but different lyrics
chorus	lyrics in a song that are repeated after verses
rhythm	regular sound pattern in words when they are spoken or sung

Meet the Author

Bob Dylan, whose real name is Robert Allen Zimmerman, was born in Minnesota in 1941. In high school, he played guitar and harmonica in several bands. As a college student, he played folk songs in coffeehouses. He moved to New York City when he was 19 and began recording songs. His folk and protest songs were popular in the 1960's and still have an impact on music today. Bob Dylan continues to record music and perform in concerts.



Reading Focus Questions

As you read, think about these questions.

1. How does this reading **relate** to the theme "Justice"?
2. What do you think was Bob Dylan's purpose for writing this song?
3. Do people write songs for the same purpose today?

Checkpoint

1. What do you do when you **think aloud**?
2. What feature of **song lyrics** repeat in a song?

Workbook pages 135–136
Independent Practice CD-ROM/Online

Cultural Connection

Connect Use the Internet to compile a list of song titles and lyrics from 1960s protest songs. Circle key words on the list. Print out copies for all your students and hand them out. Then, as a class, work together to guess the meaning of the circled words using the context of the song. For example, in the song lyrics "a rolling stone gathers no moss" students might infer that *moss* is a "green plant-like material that grows on rock."

Arts Connection

Connect Bring in a recording of a protest song from the 1960s or 1970s for students to listen to. If possible, print out the lyrics from the song (these are easily found on the Internet in most cases). Possible songs: "Get Up, Stand Up," by Bob Marley; "Turn, Turn, Turn," by the Byrds; "The Times They Are a Changin'," by Bob Dylan. Pass out copies of the lyrics so students can follow along as the music is playing. Have the class try to interpret each song.

Reading Strategy

Think Aloud

Teacher think-aloud ***Say:*** *Thinking aloud while I read helps me to understand the meaning of a text. It makes me put my thoughts into words. When I hear my ideas out loud, it is easier to see if they make sense.*

Text Genre

Song Lyrics

- **Compare features** Tell students that song lyrics are different from stories, plays, poems, or informational text. A song is divided into sections or *verses.* A verse that is repeated is called a *chorus. Rhythm* is the pattern of the words.
- **Identify features** Tell students that songs often have images. The images aren't real pictures. Instead, they are pictures that the song creates in the listener's mind.

Meet the Author

Bob Dylan

Bob Dylan grew up in Minnesota. He became interested in American folk music. He liked songs that reflected the serious issues and realistic aspects of life. He recorded his first album in 1962. "Blowin' in the Wind" is one of his best known songs.

Reading Focus Questions Sample Answers

1. The song questions injustices and challenges the listener to take action to bring about justice.
2. Bob Dylan wanted people to think about others who were not free and others who were suffering.
3. Answers will vary. Students may say that people do write songs for the same purpose today, and they may give examples of songs they know.

Checkpoint Answers

1. You talk to yourself about what you are reading. You focus on what is important, and pause and reflect on the ideas and what you think about them.
2. The chorus repeats.

Read the Selection

CD 2 Track 5 (optional)

Instructional Routine for Reading page Txxxii

Teacher Resources: English-Spanish Cognates/False Cognates

- **Cooperative reading** Divide the class equally into three groups. Have each group read aloud one of the three stanzas of the song in order.
- **Interpret the image** ***Ask:*** *What does the photo show?* (mountains and a canyon) *What do you imagine you might feel and hear if you were standing and looking at this canyon?* (the wind)
- **Vocabulary development** Explain to students that *'n'* is a shortcut for "and," and that the apostrophe at the end of *blowin'* indicates that the "g" is missing. Have students repeat each word.
- **Vocabulary development** ***Ask:*** *What effect does Bob Dylan's use of symbolism in "Blowin' in the Wind" have on the meaning of the song?* (Answers will vary: It makes me imagine real objects and the feelings that go with them.) *Does his use of figurative language influence your perspective about the song?* (Answers will vary: Yes, it helps me to understand his message that we all should work toward justice.)
- **Grammar preview** Write the following words from the song: *white, forever, too.* Have students locate the words in the song. ***Ask:*** *What word does each of these words modify, or change, the meaning of?* (*white* (dove), *forever* (banned), *too* (many)) Tell students that they will learn more about adjectives and adverbs on pages 184 and 185.

Reading Fluency

Choral Reading "Blowin' in the Wind," verses 1–3

Reading Strategy

Practice the strategy Model the Think Aloud strategy for students. Read the first line out loud. ***Say:*** *What does the author mean by "roads" in verse 1? Does he mean real roads? Or could roads mean different paths of life? That's it! He's talking about following different paths in life.* Continue with other examples.

Reading Strategy Sample Answer
He is saying that people should not be blind to injustices and the suffering of others.

Reading 2
Literature

Blowin' in the Wind

by Bob Dylan



1 How many roads must a man walk down
Before you call him a man?
Yes, **'n'** how many seas must a **white dove** sail
Before she sleeps in the sand?
Yes, 'n' how many times must the **cannon balls** fly
Before they're forever **banned**?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

Build Your Knowledge

Bob Dylan uses "white dove" to represent peace and "cannon balls" to represent war. The use of objects to represent concepts like these is called symbolism.

2 How many times must a man look up
Before he can see the sky?
Yes, 'n' how many ears must one man have
Before he can hear people cry?
Yes, 'n' how many deaths will it take till he knows
That too many people have died?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

3 How many years can a mountain **exist**
Before it's washed to the sea?
Yes, 'n' how many years can some people exist
Before they're **allowed** to be free?
Yes, 'n' how many times can a man turn his head,
Pretending he just doesn't see?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

Reading Strategy

Think Aloud What is Bob Dylan saying about concern for others? Think out loud about the questions he asks. Now pause and reflect. What is his message?



'n' and (informal contraction)
white dove small bird that is often used as a symbol of peace
cannon balls heavy metal balls fired from a large weapon
exist be present physically or emotionally

Differentiated Instruction • Reading Comprehension

Scaffolding

Discuss the repetition of the line "The answer is blowin' in the wind." ***Ask:*** *Why do you think the author repeats this line so many times?* (It is his message.) *When you are outside, where do you find the wind?* (everywhere) *If an answer is "blowing in the wind," where do you find it?* (everywhere) *What is the author trying to say?* (That the answer is everywhere, perhaps within each person's conscience. We need to think about the actions that we can take to bring about justice.)

Extension

Read the lyrics aloud to the students and have them listen for rhythm and intonation. Read the lyrics again, and ask the students to tap along as you read. If possible, play a recording of Dylan singing the song to demonstrate rhythm and pace. ***Ask:*** *How would you describe Bob Dylan's singing?* (e.g., rough, nasal) *Why do you think people in the 1960s liked his voice?* (It sounded real.)

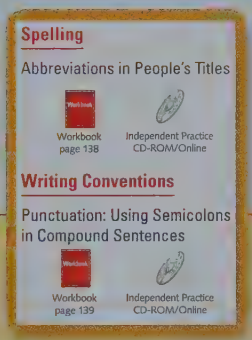
After Reading 2

Reading Comprehension Questions

Think and Discuss



1. **Recall details** What is the chorus of the song?
2. **Make connections** What questions in the song **relate** to (a) war, (b) concern for others, and (c) the natural world?
3. **Draw conclusions** Whom does Bob Dylan expect to answer the questions? How do you know?
4. **Connect to history** How does Dylan's song reflect the time in which he wrote it?
5. **Relate to present** Which singers or bands today express their viewpoints of justice through their music? Name one of their songs. What message of justice does the song express?
6. **Revisit the Reading Focus Questions** Go back to page 179 and discuss the questions.



Connect Readings 1 and 2

You have read two readings on the theme "Justice." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the structure of the two readings.

Reading title	What is the text genre?	How does the author express his viewpoint?	What point does each author want to make about justice?
Justice First			
Blowin' in the Wind			

2. With a partner, ask and answer these questions.
   a. Socrates used questions to get people to think. How does Bob Dylan use questions to get *you* to think?
   b. Do you think Socrates would agree with Bob Dylan's viewpoints in "Blowin' in the Wind"?
   c. Socrates fought in the war between the Athenians and the Spartans. What do you think Bob Dylan would have said to Socrates about war?
3. **Revisit the Chapter Focus Question** Why is it important to stand up for what you believe is right? Use examples from "Justice First" and "Blowin' in the Wind" to answer this question.

Arts Connection

Design a poster There are many visual images presented in the song's lyrics. Have groups create posters based on the song. Each group should assign its members different images in the song to depict. Provide art materials and paper. Have students display their posters in the classroom.

Social Studies Connection

Connect Have partners research the life of a key figure in a social movement of the 1960s or 1970s. Students can choose civil rights or political leaders such as Martin Luther King, Jr. or Robert F. Kennedy. Students may also choose leaders of other movements, such as women's rights, worker's rights, or disabled people's rights. Partners should first look up the person on the Internet or in the library. Students should take notes on the person's life. Then students should write a brief paragraph. The paragraph should tell who the person was, when he or she lived, and what he or she did that was important. Partners should present their findings to the class.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. "The answer, my friend, is blowin' in the wind, The answer is blowin' in the wind."

"Think and Search"
2. a. War: How many seas must a white dove sail? How many times must the cannon balls fly?
   b. Concern for others: How many roads must a man walk down; how many ears must one man have
   c. Natural world: How many times must a man look up; how many years can a mountain exist

"Author and You"
3. Dylan expects the listener to answer the questions. He addresses the listener as "my friend." He says the answer is "blowin' in the wind." That means the answer is available to everyone, perhaps within each person's conscience

"On Your Own"
4. The 1960s were a time of anger and protest about justice, and this song reflects those themes.
5. Answers will vary.
6. See answers page 179.

Spelling

Abbreviations in People's Titles Students will learn more about how to abbreviate people's titles on page 138 of the Workbook.

Writing Conventions

Punctuation: Using Semicolons in Compound Sentences Students will learn more about using semicolons in compound sentences on page 139 of the Workbook.

Connect Readings 1 and 2

Compare and contrast text features Let students work in pairs to complete the chart. Re-create the chart on the board. Have volunteers fill in their responses.

Answers
1. Justice First: text genre: informational text; viewpoint: presents facts to back up his opinion; point about justice: do what is right no matter what; Blowin' in the Wind: text genre: song lyrics viewpoint: asks questions; point about justice: think about the suffering of others
2. a. Sample answer: Dylan poses questions and then leaves it up to the listener to find answers.
   b. Sample answer: Yes, because Socrates cared about right and wrong; he wanted to present the views of many over the views of the few.
   c. Sample answer: There have been too many wars and that we need to start to find other ways of solving problems.
3. Sample answer: It is important to stand up for what is right. Socrates stood up against the Thirty Tyrants. Dylan stood up for freedom for all people.

Listening and Speaking

Role-Play a Job Interview

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

Teacher Resources: Jop Application Form

- **Vocabulary review** Remind students to use Key Vocabulary words in their role-play.
- **Analyze want ads** Bring in newspaper job want ads for students to examine. ***Ask:*** *What is the title of this job?* (e.g., delivery person) *What duties does the job have?* (e.g., deliver flowers) *How many hours does the person work?* (e.g., 10 hours a week) *How much does the person get paid?* (e.g., 5 dollars per delivery) *What qualifications are needed for the job?* (car or bike)
- **Collaborate** Divide students into groups of two. Assign group roles. One student will be the interviewer, the other person the job applicant. To prepare for the interview, the interviewer needs to write questions. The applicant must fill in the application.

Reading Fluency

Echo Reading Listening and Speaking

Phrases for Conversation

Responding to Introductions and Showing Courtesy

- **Teacher Modeling** Model using the phrases with a student at the front of the class. Stand across from one another. Have the student introduce him/herself: "Hello, I'm Ahmed." ***Say:*** *Nice to meet you.* Repeat with other phrases, e.g., "Pleased to meet you." Have pairs of students practice the phrases.
- **Guided application** After students have practiced the phrases, have them role-play an entire introduction. For example: "Hello, I'm Tino. Nice to meet you, Tino. I'm Ms. Koski." Also, demonstrate how to show courtesy when walking through a door with a student. Make a hand gesture to have the student walk ahead of you. ***Say:*** *After you.* Have the student respond: "Thank you." Repeat with similar situations.

After Readings 1 and 2

Listening and Speaking

Role-Play a Job Interview

Phrases for Conversation

Responding to Introductions

Nice to meet you.
Nice to meet you, too.
Pleased to meet you.

Showing Courtesy

Thank you.
Go ahead.
After you.



You read about questions and the search for answers in the readings. Questions and answers are part of getting a job, too. An employer often interviews people before hiring them. Role-play a job interview. Your teacher will give you a copy of a job application form.

1. Work with a partner. Decide who will be the job applicant and the interviewer. Then decide what the job will be. Read the job application form.
2. Prepare for the interview.
   a. INTERVIEWER: Review the application form. Use the form to write the interview questions.
   b. JOB APPLICANT: Fill out the application. Be sure to give honest answers.
3. Conduct the interview. Sit facing each other.
   a. INTERVIEWER: Introduce yourself. Welcome the applicant. Then ask your questions. Listen carefully to the answers.
   b. JOB APPLICANT: Greet the interviewer politely. Answer the interviewer's questions. When appropriate, talk about experiences you've had that are related to the job. At the end of the interview, thank the interviewer.
4. Discuss the interview.
   a. INTERVIEWER: Would you hire the person? Explain.
   b. JOB APPLICANT: Should you get the job? Explain.

Reading Fluency

Echo Reading

Echo reading can help you practice phrasing and expression. In echo reading, you echo, or imitate, the way a fluent reader reads.

1. Your teacher will read aloud a line from "Blowin' in the Wind."
   a. Follow along silently as your teacher says the line.
   b. Track the line—slide your finger under the words—as your teacher speaks.
   c. Pay attention to your teacher's phrasing and expression. Notice how your teacher says the phrases with apostrophes ('): "blowin' in the wind"; "Yes, 'n' how ..."

Differentiated Instruction • Listening and Speaking

Scaffolding

Bring a student to the front of the class and demonstrate the entire job interview process. Here is a sample dialogue:
Applicant: "Hello, I'm Tracy. I'm here for the waitress job."
Interviewer: "Nice to meet you, Tracy."
Applicant: "Nice to meet you, too."
Interviewer: "Have you ever been a waitress before?"
Applicant: "Yes I have. You can see on my application that I was a waitress at the Cozy Café last year."
Continue the interview in a similar manner. Stop at various points to emphasize key points.

Extension

Have interviewers write out their interview questions for your review. Make sure they include questions about: experience ("Have you ever worked at a counter before?"), qualifications ("Do you know how to make change?"), education ("Did you finish high school?"), and availability ("Can you work evenings and weekends?"). Encourage students to practice their questions before the interview.

2. After your teacher finishes saying a line, repeat the line with your classmates. Echo the way your teacher said the words.
3. Practice echo reading with a partner. Take turns saying the lines from another verse. Listen to your partner's phrasing and expression.

Vocabulary Development

Analogies

An **analogy** is a comparison of words based on a similarity in the relationship between words. First, you determine the relationship between two words, or how they are **related.** Then, you match two more words with the same type of relationship. Here is an example of a word analogy.

CLOCK : TIME :: thermometer : temperature

This is how you read the analogy: "A *clock* is to *time* as a *thermometer* is to *temperature*." This means the clock has the same relationship to time as a thermometer has to temperature. A clock measures time, and a thermometer measures temperature.

Knowing some common analogies will help you to figure out word relationships.

Common Analogies

Type of Analogy	Example
The relationship of a **word** to its **synonym**	fast : quick (fast and quick are synonyms)
The relationship of a **word** to its **antonym**	fast : slow (fast and slow are antonyms)
The relationship of a **part** to its **whole**	page : book (a page is a part of a book)
The relationship of a **cause** to its **effect**	burn : pain (a burn is a cause of pain)
The relationship of an **item** to its **purpose**	pencil : write (a pencil's purpose is to write)

Choose the word that best completes the analogy.

1. CHAPTER : BOOK :: student: ____
(a) family (b) adult (c) study (d) class

2. GLASS : WATER :: bus: ____
(a) wheels (b) passengers (c) school (d) road

Checkpoint
What type of **analogy** is chapter : book?

Vocabulary Log | Workbook page 140 | Independent Practice CD-ROM/Online

Home Connection

Have students discuss job interviews with their family members or friends. Be sensitive to problem issues, such as unemployment. Have students prepare questions to ask each person they talk to: "What was the most important question in the interview?" "What surprised you about the interview?" "What did you do well in the interview? How could you have done better?" Have students share their findings with the class.

Writing Strategies

Connect Have partners create a job application for another pair to fill in. The job they describe can be real or imaginary. Students should include a job description, job qualifications, job duties and responsibilities, and pay scale. Encourage students to be imaginative. When complete, have pairs trade applications and use them for an interview.

Reading Fluency

Echo Reading

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Teacher modeling Model appropriate reading rate, intonation, and expressiveness for students. Have students practice reading fluency techniques by reading one or two verses from the song.

Vocabulary Development

Analogies

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Define and clarify Go over the definition of an analogy. Give as many examples as possible. Write: *cup : coffee :: wallet : money.* ***Say:*** *Cup is to coffee as wallet is to money. A cup holds coffee. A wallet holds money.* Point out the double colons in the analogy. Explain that this symbol is read "as." ***Ask:*** *What word completes this analogy?* Write *up: down:: dry :* ___ (wet)

Reading Fluency

Paired Reading Vocabulary Development, first two paragraphs

Answers
1. (d) class
2. (b) passengers

Checkpoint Answer
Part to its whole.

Grammar

Adjectives

Instructional Routine for Grammar
page Txxxii

- **Preteach** ***Say:*** Modify *means* change. On the board, write: the ___ dog. ***Ask:*** *What words can we add to modify the word* dog*?* Have volunteers supply modifying words. Write each modifying word on the board: *the black dog, the hungry dog, the small dog, the happy dog,* and so on. ***Say:*** *All of these modifying words*—black, hungry, small, happy—*change the meaning of the noun* dog.
- **Teach** Read the definition of *adjective* from the page aloud. Remind students that *modify* means to change, so adjectives are words that change the meaning of a noun. Write: *The tall man ate three red apples.* ***Ask:*** *Which words are the adjectives in the sentence?* (tall, three, red) Circle the adjectives. ***Ask:*** *What question does each adjective answer?* (tall—what kind; three—how many; red—what kind) Repeat with similar sentences.
- **Practice** Have students complete the Practice the Grammar sentences on page 184. Go over the answers as a class. If necessary, write additional sentences on the board and have students identify the adjectives in them.
- **Apply** Have students complete the Use the Grammar Independently section on page 184. Make sure that each sentence has two adjectives.
- **Extend** Have partners exchange their Use the Grammar Independently papers. Students should circle each adjective in the sentence their partner wrote.

Practice the Grammar Answers
1. brave: Socrates, long: battle, Spartan: soldiers
2. brutal: government
3. unjust, illegal: something

Practice the Grammar Sample Answers
1. I struggled through the long hard test.
2. My brother is tall and fast.

Grammar Expansion

Combining Sentences with Adjectives Students will practice combining sentences with adjectives on Workbook page 143.

Checkpoint Answer
Adjectives answer the questions *What kind?, Which one?, How many?,* and *How much?*

After Readings 1 and 2

Grammar

Adjectives

An **adjective** is a part of speech that modifies a noun or a pronoun. It answers the questions *What kind? Which one? How many?* or *How much?* about nouns and some pronouns.

What kind?	**famous** song	**brave** soldiers
Which one?	**that** book	**those** students
How many?	**Thirty** Tyrants	**several** questions
How much?	**little** work	**much** time

An adjective usually comes right in front of the word it modifies. But sometimes it follows the word it modifies.

Socrates was a **brave** soldier. He was a **patriotic** citizen.

Socrates was **brave** and **patriotic**.

Notice that two related sentences about Socrates can be combined into one sentence. In the combined sentence, the two adjectives (**brave, patriotic**) modify one noun (**Socrates**).

Practice the Grammar Write each adjective on a sheet of paper. Then write the word that it modifies.

1. Socrates was brave in his city's long battle with the Spartan soldiers.
2. The war led to a brutal government.
3. The Tyrants order Socrates to do something unjust and illegal.

Use the Grammar Independently Write a sentence that ...

1. includes two adjectives before a noun
2. includes two adjectives after a noun

Grammar Expansion
Combine Sentences with Adjectives
Workbook page 143 — Independent Practice CD-ROM/Online

Checkpoint
What questions do **adjectives** answer about nouns and pronouns?

Workbook page 141 — Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

On the board, write: *How many? What kind? Which one?* Beneath each category write a simple sentence, such as: *Jin has ___ brothers.* ***Ask:*** *What kind of word tells you how many brothers Jin has?* (an adjective) ***Ask:*** *What adjective can you think of that will fit in the blank?* (e.g., three) Repeat with other categories. For example in the "What kind" category: *Lakshmi has a ___* (small) *bag of popcorn.* In the "Which one" category: *Doug owns ___* (that) *car. Have students suggest sentence with adjectives for each category.*

Extension

Write two heads on the board: *Nouns* and *Adjectives.* Have the class add words to each list. For example, nouns: *ball, dog, game, movie, chair, bicycle.* Adjectives: *green, seven, smooth, heavy, nice, tiny, sharp, exciting, long* . Now have students make combinations using a word from each list: *a green bicycle, an exciting game, a heavy ball,* and so on.

Grammar

Adverbs

An **adverb** is a part of speech that modifies verbs, adjectives, or other adverbs. You can identify adverbs by asking the questions *where, how,* or *when* about a sentence.

Sentence with Adverb	Question	Modified Word
They moved **far** from here.	*Where* did they move?	moved (verb)
The bus is **always** full.	*When* is the bus full?	full (adjective)
Joy talks **very** quickly.	*How* fast does Joy talk?	quickly (adverb)

The position of an adverb in a sentence depends on the part of speech it modifies. Adverbs often appear *after* verbs, but *before* adjectives and other adverbs.

Many adverbs are formed by adding the **suffix –ly** to adjectives.

slow → **slowly** clever → **cleverly** beautiful → **beautifully**

An adverb can be used to combine the ideas of two related sentences.

School starts at 8:00. Carlos arrived at 7:30.

Carlos arrived at school **early.**

Practice the Grammar Work with a partner. Identify the adverbs in each sentence and the words they modify. Then use each adverb to say a new sentence.

1. Ms. Clement will grade our tests soon.
2. Ahmad lives near Pabla's house.
3. Bob Dylan sang protest songs often in the 1960's.
4. Socrates was greatly admired by Athenians.
5. I think Raimundo eats too quickly.

Use the Grammar Independently Write a paragraph using the adverbs, adjectives, and verbs below. Underline the adverbs and circle the words they modify.

always	big	funny	go
laugh	loudly	see	very

Workbook page 142

Independent Practice CD-ROM/Online

Grammar Expansion
Combine Sentences with Adverbs


Workbook page 144


Independent Practice CD-ROM/Online

Checkpoint
What does an **adverb** modify?

Math Connection

Write math word problems Make a list of nouns and adjectives as you did in the Extend activity above. Then have students determine how many different noun-adjective combinations they can make. For example, if you have 4 nouns and 6 adjectives you can make 6 x 4 = 24 combinations. Have students make calculations and share their results.

Writing Strategies

Connect Stress that adverbs can make writing more exact, more vivid, and more interesting. Write: *"Hi," Dave said ___.* Have students supply adverbs to change the impact of the writing:
"Hi," Dave said calmly.
"Hi," Dave said nervously.
"Hi," Dave said softly.
Repeat with other examples. Have students supply their own adverbs.

Grammar (cont.)

Adverbs

- **Preteach** Write: *He sings softly. He sings quietly. He sings smoothly. He sings slowly.* Circle each adverb. (softly, quietly, smoothly, slowly) ***Ask:*** *Which one word do all of the circled words modify?* (sings) *What kind of word is* sings*?* (a verb) ***Say:*** *All of these words modify the verb* sings. *Words that modify a verb are called* adverbs.
- **Teach** Go over the definition of an adverb on page 185. Stress that adverbs often (but not always) end in *–ly.* Point out that adverbs can appear both before and after the word they modify. Remind students that adverbs modify verbs, adjectives, and other adverbs.
- **Practice** Have students complete the Practice the Grammar exercises on page 185. Provide assistance for those who have trouble identifying the adverbs or the words they modify.
- **Apply** Have students write two sentences that each have one or more adverbs. Students should circle the adverbs and draw lines to indicate the words that the adverbs modify.
- **Extend** Have students go back to the selections in this chapter and find three examples of sentences with adverbs. Students should copy the sentences on to a separate piece of paper. Have them then circle the adverbs and underline the words they modify.

Practice the Grammar Answers
1. *soon* modifies *grade*
2. *near* modifies *lives*
3. *often* modifies *sang*
4. *greatly* modifies *admired*
5. *too* modifies *quickly, quickly* modifies *eats*

Use the Grammar Sample Answer
My friends and I go to the big theater in town on Saturdays. The movies we see are always (funny). We like comedies that make us (laugh) very (loudly).

Grammar Expansion

Combining Sentences with Adverbs Students will practice combining sentences with adverbs on Workbook page 144.

Checkpoint Answer
verbs, adjectives, and other adverbs

Writing Assignment

Write an Essay About a Painting

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409–449

Writing prompt

Interpret the writing prompt Read the writing prompt aloud. Ask volunteers to restate the prompt in their own words. Make certain that students understand what an art critic is (a person who judges art). Define *essay* as a nonfiction text that gives information, draws conclusions, and provides opinions about a topic. Define *interpret* as giving a description of what something means.

Study the painting; read the student writing model

Read silently Have students read the model silently. ***Ask:*** *What kind of text is this?* (an essay about a painting) *What information does the first paragraph provide?* (the title, a description of the painting, and the name of artist) *What does the second paragraph focus on?* (The author draws conclusions about the meaning of the painting.)

Reading Fluency

Echo Reading Student Model

Prewrite

Describe, analyze, interpret Have students look closely at the painting and take notes. Then have them plan their essay. ***Ask:*** *What information do you need to include in the first paragraph?* (the name of the painter, the name of the painting, and a brief description) *In the second paragraph?* (Answers will vary. Descriptions, impressions, and interpretations of the painting) *In the third paragraph?* (a summary, then a conclusion that gives an opinion)

Writing Assignment

Write an Essay About a Painting

Writing Prompt

Imagine that you are an art critic. Write an essay about a piece of art for a museum magazine. As an art critic, you will describe, analyze, interpret, and judge a painting from your viewpoint. Use adjectives and adverbs so the readers of the magazine will get a clear idea of your viewpoint.

Write Your Essay

1. Study the painting below. Then read the student writing model. The model will help you understand how to write an essay about a painting.

Student Model



The Peasant Schoolmistress by Diego Rivera

The Hope of Peasants

Diego Rivera, a Mexican artist, painted The Peasant Schoolmistress as part of a mural, or a painting on a wall. He wanted to show the one hope of the Mexican people who lived in the villages of Mexico in the early 1900s.

The painting has many colors. The color of the schoolmistress's shirt appears the most vividly. She is the focus of the painting. Rivera uses red purposely because it grabs your attention. The schoolmistress, a teacher in the village, teaches quietly. But Rivera believes her role is the most important. He is saying that education is the hope of the peasants in the Mexican village.

Build Your Knowledge

Apostrophes (') take the place of dropped letters in contractions. An apostrophe + **s** shows possession. As you write, use apostrophes correctly.

2. Prewrite.

a. Study the painting *Head* by Gino Severini.

- **Describe:** What colors, shapes, and lines do you see?

Workbook page 145

Differentiated Instruction • Writing Assignment

Scaffolding

Make an outline for a three-paragraph essay on the board. Write three headings: *Introduction*, *Body*, and *Conclusion*. ***Ask:*** *What will you include in the introduction?* Have students give answers. Under *Body* write: title, artist's name, brief description. ***Ask:*** *What will you include in the body paragraph?* Have students give answers. Under *Body* write: details, interpretations. ***Ask:*** *What will you include in the Conclusion?* Have students give answers. Under *Conclusion* write: final opinion.

Extension

Bring in examples of paintings to interpret with students (posters, web site displays, etc.). Start by giving your own impression of a painting. Provide sample impressions such as: "I see bright splashes of color and bold lines. The artist wants to show celebration. I see noise, happiness, and excitement." Present another painting and have students volunteer their impressions. Write key observations and impressions on the board. Repeat with additional paintings if necessary.

- **Analyze:** What figures do you see? How do they **relate** to one another?
- **Interpret:** What do you think is the message of the painting?

b. Find information about the painting on the Internet or in your school library.

c. **Organize** your ideas into an outline.

3. **Write your essay in three paragraphs.**

a. **Introduction:** Give information about the painting and the artist. Write a thesis statement that explains your viewpoint.

b. **Body:** Describe, analyze, and interpret the painting. Provide explanations and details to support your viewpoint.

c. **Conclusion:** Make a **judgment** about the painting.

4. **Revise.** Reread your essay. Add any necessary details. Delete unnecessary details. Combine similar ideas. Move ideas into a more logical order.

Use the **editing and proofreading symbols** on page 435 to mark your changes.

5. **Edit.** Use the **Writing Checklist** to help you find any problems and errors.

6. **Publish.** Read your essay to your classmates. Was their judgment the same as yours?



Head by Gino Severini

Writing Checklist

1. I included information about the artist and the painting.
2. I described, analyzed, and interpreted the painting.
3. I gave my opinion about the painting.
4. My ideas are **organized** in a logical sequence.
5. I used adjectives and adverbs correctly.

Writing Support

Grammar

Appositives

An **appositive** is a word or phrase that appears near a noun to give more information about that noun. Appositives are often set apart by commas in a sentence.

My dog **Champ** is a terrier. Matilde, **my friend from Panama,** will visit soon.

You can often form an appositive by combining two shorter descriptive sentences.

Deng is a soccer player. Deng is very tall. → Deng, **a soccer player,** is very tall.

Apply Find two appositives in the Student Model. Look for a place in your essay where you could include an appositive.

Grouping Strategies

Connect You may observe that some students do not feel confident in making "judgments" about art. Encourage all students to give their impressions. Point out that there is no "right answer" when you interpret a painting. All interpretations are equally "right" if the observer can back them up with evidence and/or an explanation.

Arts Connection

Connect Provide students with art materials. Have them make their own drawings based on a theme. ***Say:*** *Make a drawing on a theme. Start by choosing a theme or a message.* List sample messages such as: love, trust, happiness, friendship, loneliness, technology, the future, and so on. ***Say:*** *Don't worry about creating a great work of art. Just sketch something quickly that expresses your theme.* Have students exchange drawings and try to guess each other's theme.

Writing Assignment (cont.)

Write your essay

- **Vocabulary review** Remind students to use Key Vocabulary words in their essays.
- **Form and support an opinion** Have students write their essays using the three-paragraph format described in Step 3. Stress that the entire essay should support the conclusion that students make in the final paragraph. In the conclusion, students will give their final judgment of the painting. They will answer the questions: *What is your opinion of the painting?* and *What does the painting mean?* ***Say:*** *Don't worry about getting everything perfect at this stage. You'll have a chance to correct mistakes when you revise.*

Revise

Assess your essay ***Say:*** *To revise, read your essay again, but imagine that it is your first time reading it.* ***Ask:*** *What are the strongest parts of the essay? The weakest parts? Which parts need to be changed?* (Responses will vary.)

Edit

- **Read and reread** Guide students through the revising and editing process. Encourage them to keep rereading and improving their essay. ***Say:*** *Remember that your entire essay should lead to your conclusion—the final judgment you make on the painting.*
- **Mechanics** Remind students to be sure they have used apostrophes correctly as they check their work.

Publish

Create an art magazine Have students use a word processing program to type their essays. Collect the essays for publication in a class art magazine. Look through the magazine as a class and encourage students to discuss their different opinions about the art.

Writing Support

Grammar Go over the section on appositives with students. Give examples. Write the following sentences. Ask students to guide you to turn each pair of sentences into a single sentence. Fred is my cat. Fred is fast. (Fred, my cat, is fast.) Tia is a soccer player. Tia also plays tennis. (Tia, a soccer player, also plays tennis.) Provide additional examples, if necessary.

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check

Progress Check Answers

Vocabulary From the Reading
admire: to think highly of; *conscience:* inner sense of right and wrong; *duty:* something you feel you must do; *oppose:* to be against, or fight against; *respect:* to honor someone and treat that person as special; *allow:* to permit or let; *ban:* to stop or not allow; *pretend:* to act like you believe something

Academic Vocabulary
paraphrase: to retell in your own words; *organize:* to put in order; *relate:* connect

Reading Strategies
When you put text in your own words, it forces you to understand it in a deeper way.
When you think out loud, pause, and reflect, you can take time to understand the author's message in a piece of writing.

Text Genres
informational text/magazine article; song lyrics

Reading Comprehension
"Justice First" is about Socrates and how he stood up for what he believed to be right.
"Blowin' in the Wind" is a protest song that tries to get people to take action against war and injustice and to stand up for freedom and equality.

Spelling
Mrs./Ms., Dr., Mr.

Writing Conventions
Sample answer: I have three sisters; two are older.

Text Element
Facts, examples, and reasons support the opinion and persuade the reader that the opinion is true.

Listening and Speaking
To respond to an introduction: *Nice to meet you. Nice to meet you, too. Pleased to meet you.*
To show courtesy: *Thank you. Go ahead. After you.*

Vocabulary Development
Common analogy types give you a way to see the connection between words. For example, you can ask yourself: "Are these words antonyms? Is one a part and the other a whole?"

Grammar
Adjectives modify nouns; adverbs modify verbs, adjectives, and other adverbs

Writing Support
An appositive is a word or phrase that appears near a noun, often set off by commas or other punctuation, to give more information about that noun.

Progress Check

MILESTONES TRACKER

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **admire, conscience, duty, oppose, respect**	168
	• **allow, ban, pretend**	178
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **paraphrase, organize**	169
	• **relate**	176
Reading Strategies	How can **paraphrasing** help you to make sense of difficult terms, sentences, and paragraphs?	169
	How can **thinking aloud,** pausing, and reflecting help you to understand a writer's message?	179
Text Genres	What is the text genre of "Justice First"?	170
	What is the text genre of "Blowin' in the Wind"?	179
Reading Comprehension	What is "Justice First" about?	177
	What is "Blowin' in the Wind" about?	181
Spelling	What are the abbreviations for the titles used for a married woman, a doctor/dentist, and for any man?	181
Writing Conventions	Give an example of a semicolon that connects two independent clauses.	181
Text Element	How does an author try to persuade the reader to agree with his or her **opinion**?	177
Listening and Speaking	**Phrases for Conversation** What phrases can you use to respond to an introduction? What phrases can you use to show courtesy?	182
Vocabulary Development	How can knowing the common types of **analogies** help you to figure out word relationships?	183
Grammar	What do **adjectives** modify? What do **adverbs** modify?	184, 185
Writing Support: Grammar	What is an **appositive**?	187

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

A Hero for Justice

1 Many people fought for justice during World War II. Some became well known, but others did not. One unknown hero is Dr. Feng-Shan Ho. Dr. Ho was a Chinese diplomat working in Austria. In 1938, the Nazis took over Austria. They did not allow Jews to leave Austria unless they had visas, or special travel papers. Dr. Ho began giving visas to any Jew who asked. The Nazis ordered him to stop, but he didn't obey them. He saved at least 4,000 people. Dr. Ho is a true hero because he put his life in danger to save others. Few people know about Dr. Ho, but those who do admire him greatly for his courage.

1 **What does allow mean in this sentence from the passage?**

> They did not allow Jews to leave Austria unless they had visas, or special travel papers.

- **A** want
- **B** permit
- **C** like
- **D** force

2 **Which is the best paraphrase of the last line from the passage?**

- **A** Dr. Ho isn't famous, but people who know about what he did respect him because he was brave.
- **B** Many people think that Dr. Ho's acts were brave and courageous.
- **C** Dr. Ho was a famous hero who saved many people.
- **D** Few people think that what Dr. Ho did was courageous.

3 **Which statement from the passage states the author's opinion?**

- **A** He was a Chinese diplomat working in Austria.
- **B** One unknown hero is Dr. Feng-Shan Ho.
- **C** He saved at least 4,000 people.
- **D** In 1938, the Nazis took over Austria.

4 **What is the text genre of this passage?**

- **A** a short story
- **B** a fable
- **C** a novella
- **D** an informational text

Writing on Demand: Magazine Article

Write an article about the most beautiful building you have ever seen. Use facts and opinions to describe, analyze, and judge the building from your viewpoint. **(20 minutes)**

Writing Tip
Use adjectives and adverbs to clearly and vividly show your point of view.

Study Skill

Study Time Management ***Say:*** *It can be very difficult to know where to begin studying for a test. First, you should make a list of all the things you need to do: review your notes, skim the textbook, review chapter questions. Break up these tasks into short blocks of time. Work on each task for an uninterrupted amount of time. Be sure to take breaks between each short block of study time.*

To study for a test, study a little bit each day. You can focus on longer blocks of time as the test gets closer. Reviewing your notes and the textbook each night will help you understand the ideas. Work with a study partner. Be sure that you and your partner are really studying and reviewing material for the test.

Unit 3 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 3, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 3, Chapter 2 Quiz
- **Milestones Tracker:** Unit 3, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies
Say: *When you answer a multiple-choice question, read the question carefully. Before you look at the answers, make sure that you understand what the question is asking for.*

Reading Fluency

Reading Words in Chunks "A Hero for Justice"

Answers
1. B
2. A
3. B
4. D

Writing on Demand

- **Teacher Resources:** Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit.
- **Interpret the writing prompt** ***Say:*** *When you read the writing prompt, focus on words that tell you what and how to write.* ***Ask:*** *What kind of text does the prompt ask you to write?* (an article) *What should the article be about?* (the most beautiful building you've ever seen) *What should the article include?* (facts and opinions) *How should you use the facts and opinions?* (to describe how you feel about the building)
- **Organize quickly** Have students choose a building. Then tell them to jot down what they like about the building. ***Ask:*** *What features make the building beautiful to you?* (Responses will vary.)
- **Revise** ***Say:*** *Look back at the writing prompt. Make sure that you included everything the prompt asks for. Did you give your opinion? Did you support your opinion? Did you describe and analyze the building?*
- **Edit** ***Say:*** *Check to make sure that your article is clear and makes sense. Check to make sure that you have used adjectives and adverbs correctly.*

Listening and Speaking Workshop

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

Take Part in a Debate

- **Vocabulary review** Remind students to use Key Vocabulary words in their debate.
- **Teacher modeling** Review effective speaking skills with students. Model how to use eye contact, appropriate gestures, and body language. Model a proper speaking volume, pace, and tone for a debate. Remind students not to raise their voice when they get eager, excited, or angry.
- **Determine purpose for listening and speaking** ***Say:*** *Debate skills help you in several ways. They improve your speaking skills. They also help you organize and use information effectively. Good debaters know how to persuade others.*
- **Organization and delivery of oral communication** Review the steps for creating an oral presentation. ***Say:*** *First, list your key ideas. Next, put them in order of importance. Add supporting details and visuals to make your points more effective. When you are ready, practice your presentation. After you finish your presentation, ask other students for feedback.*
- **Explain active listening** Remind students to actively listen to the speakers. Tell them to take notes.

UNIT 3
Apply & Extend

Objectives

Listening and Speaking
Take part in a debate

Media
Identify fallacies in messages

Writing
Write a persuasive essay

Projects

Independent Reading

Listening and Speaking Workshop

Take Part in a Debate

Topic

In a **debate**, you use your speaking skills to lead your audience to see your point of view on an issue. You and your classmates will debate an issue related to the theme "Justice."

1. **Choose an issue to debate.**
   Decide as a class on an issue related to the theme "Justice."
2. **Decide your position on the issue.**
   a. Think about your opinion on the issue. This is your position.
   b. Write your name and your position on a note card. Give the card to your teacher.
   c. Look for signs in the classroom that say "Agree" and "Disagree." Move to the sign that matches your position.
3. **Brainstorm with your group.**
   a. Each member of your group should give an argument to support the group's position. Write facts and examples next to each argument.
   b. Discuss the opposite position. Use these ideas to look for problems in the arguments for your position.
   c. **Organize** your group's arguments from weakest to strongest. Save the strongest argument for last.
4. **Take part in the debate.** Your teacher will select one note card from each group. The students whose names are on the cards will begin the debate in front of the class.
   a. Debate the arguments for your group's position in order. Use facts and examples to support your argument. Use cause/effect to present your argument.
   b. When your opponent speaks, listen carefully to the speaker's reasons and supporting **evidence**. Take notes.
   c. After everyone has had a turn debating, have a member of your group make a final argument.
5. **Evaluate** the presentations. Discuss with your class which side did the best job debating its point of view.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding
Go through the debate directions on page 190 step by step. Focus on choosing a topic for debate. Tell students that their topic should have something to do with justice, but need not be about justice itself. Provide sample debate topics, such as: "Is the American legal system fair?" "Are all people in the United States equal? Are they free?"

Extension
Students may get upset if they don't support the "right" side of the debate—the side they agree with most. Point out that many skilled debaters prefer to argue the "wrong" side of a debate. Being on the side they don't agree with helps debaters see the weaknesses in their own side. Tell students that a good debater can argue both sides of an issue with equal skill.

Active Listening Evaluation
1. I was open to hearing others' points of view.
2. I could identify the difference between their facts and opinions.
3. I listened for problems in their arguments.
4. I paid attention to good arguments they made.

Speaking Self-Evaluation
1. I stated my position clearly.
2. I gave facts and examples to support my position.
3. I spoke with conviction, or a strong feeling for my position.
4. My arguments pointed out problems in the other groups' arguments.
5. I responded respectfully to others' ideas.

Media Workshop

Identify Fallacies in Messages



We often depend on the media for information, but sometimes the messages we hear are not entirely true. A message that disagrees with a known fact contains a **factual error.** A message that doesn't have logical reasoning contains a **fallacy.**

Fallacies happen when someone draws a conclusion without using clear, logical thinking. To identify a fallacy, you first need to identify if a person's thinking is logical.

Here are some types of fallacies.

a. **Appeal to flattery:** when someone tries to make you feel good so that you will agree with that person's message
   "You are smart students. You know that I'm the best person to lead our class."

b. **Peer pressure:** the threat to leave you out of a group if you do not agree to do what the group wants
   "You have to go to the game. Everyone is going to be there."

c. **Slippery slope:** when someone says that one event will lead to another event without explaining how or why
   "The students did poorly on the first test. They're all going to fail the class."

Listen for fallacies in messages on television and radio.

1. With an adult or family member, listen to advertisements, a speech, or an interview.
2. Take notes on the conclusions the speaker draws in the message and the thinking used to support them.
3. Is the speaker's thinking logical? If not, identify the fallacy.

Listening and Speaking Strategies

Speaking application Tell students who are nervous about speaking that it is a good idea to write out the first few sentences that they will deliver. Those first sentences will gets students started. From there, they can continue with their presentation. If students need help beyond the first few sentences, have them write an outline that lists key points for their entire presentation. If they get confused, they can refer to their outline at any point during the presentation.

Technology Connection

Connect To view skilled debaters, refer students to Internet web sites such as YouTube. Using the web site's search function, guide students to obtain appropriate videos of different kinds of debates, including debates that feature presidential candidates.

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

- **Preview** Students should go over the Speaking Self-Evaluation checklist before giving their presentations. This will help them identify key points they need to cover in their presentations.
- **Assess** Students should reread the Speaking Self-Evaluation checklist after giving their presentation and think about what they did well and what they need to work on next time.

Active Listening Evaluation

Analyze oral presentation Students should use the Active Listening Evaluation to give the speaker feedback about strengths and weaknesses in the presentation and about things the speaker can work on to improve. Remind students that the purpose of the feedback is to help speakers improve their presentations, not to make them feel bad about mistakes.

Media Workshop

Identify Fallacies in Messages

- **Review the concept** Discuss examples that students have read or heard in the media of errors that people make when presenting information. Define *fallacy* as a misleading or wrong idea about something. Identify the three different types of fallacies shown on page 191. ***Ask:*** *Which kind of fallacy do you hear most often—an appeal to flattery, peer pressure, or the slippery slope? Give an example.* (Examples will vary.)
- **Recognize fallacies** Write the three sentences below on the board. Explain that they are from three different types of ads for "Alligator Jeans." Have students identify the fallacy that each exhibits.
- Wear what the best people wear—Alligator Jeans. (peer pressure)
- Alligator Jeans—because you're too good-looking to wear anything else. (appeal to flattery)
- Alligator Jeans: They give you that little edge—that leads to total victory! (slippery slope)

Reading Fluency

Repeated Reading Media Workshop, first two paragraphs

Writing Workshop

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 409–449

Write a Persuasive Essay

- **Review** Remind students to use Key Vocabulary words, adjectives, and adverbs when writing their persuasive essays.
- **Include facts and opinions** Explain that when students write a persuasive essay, they should try to convince the reader that their point of view is correct. Persuasive essays should focus on opinions, but students should keep in mind that those opinions must be supported by facts and clear reasoning. ***Say:*** *Facts can be proven to be true. Opinions cannot be proven. Socrates lived in Greece. That is a fact. I can prove that Socrates lived in Greece. Socrates was a great man. That is an opinion. It may be true, but I can't prove it to be true.*

Writing Prompt

Analyze and clarify Read the writing prompt aloud and help students find key words that will guide their writing, such as *persuasive essay, justice, topic,* and *position.* Have students restate the prompt in their own words to check comprehension.

Prewrite

Brainstorm To prepare for writing, students should think about a topic. Use a Word Web or another graphic organizer to brainstorm ideas. Give students some topic suggestions such as: "The U.S. has the world's best justice system." "The law is fair." "Democracy is the best system of government."

Write a Draft

Organizational strategies As students work on their draft, tell them to focus first on writing down their ideas, and not to worry about spelling and grammar. They can correct any mistakes when they revise. ***Say:*** *The purpose of the draft is to get your ideas on paper.* Explain the parts of a persuasive essay. ***Say:*** *The introduction should include a thesis statement that states your opinion. The body of the essay should support your opinion with facts and reasons. The conclusion of your essay should summarize your key points and make a strong restatement of your position.*

UNIT 3
Apply & Extend

Writing Workshop

Write a Persuasive Essay

Persuasive writing is a way to convince others of what you believe. One kind of persuasive writing is the **persuasive essay.** In a persuasive essay, you try to convince the reader to share your point of view or to act a certain way.

Writing Prompt

Write a persuasive essay on an issue related to the theme "Justice" that is important to you. Be sure that your topic has more than one side. You will present and support your position in your essay.

Writing Suggestion

A good **thesis statement** expresses your opinion as if it were a fact. Try not to use opinion words like "good" or "successful." Be more specific. Why is something good? What makes something successful?

Build Your Knowledge

Using **conditional statements** to express cause/effect can be useful in persuasive writing. The future conditional describes future actions that will happen (**result clause**, in simple future) if another future action happens (**if clause**, in simple present).

For example:
If students do not get a break, they will learn less.

PREWRITE

1. Read the student model on the next page. It will help you understand how to write a persuasive essay.
2. Choose an issue as the topic of your essay.
3. Define your position. What is your opinion about the issue you chose to write about?
4. **Organize** your arguments. What are three reasons that you believe the way you do?
5. Support your position. What facts and examples can you cite to support your opinion?

WRITE A DRAFT

1. Write an **introduction** that presents the topic of your persuasive essay. End the introduction with a **thesis statement** that states your position.
2. Develop the argument for your position in the **body** of your essay. The body should include three paragraphs, one for each argument that supports your position.
   a. Present your three arguments from weakest to strongest.
   b. Begin each paragraph with a **topic sentence** that clearly states the argument.
   c. Support the arguments with specific **facts** and **examples.** Include explanations and details as needed. Use cause/effect when appropriate.
3. Close your essay by restating your position and summarizing your arguments. The **conclusion** is your las chance to persuade the reader.

Differentiated Instruction • Writing Workshop

Scaffolding

Explain that it is important for students to make their position on the topic absolutely clear. Write some examples of clear position statements on the board (point out that these statements may not reflect your opinions): *Our system is fair to poor people. The U.S. Constitution is a brilliant document. Socrates was a true hero. Democracy is the best system of government.*

Extension

Stress that students should save their strongest arguments for the end. In general, their position should build like a set of stairs going up a hill. The less important reasons should be given first, at the bottom of the hill. As the essay goes on, reasons should get more and more persuasive. The final steps should put the argument "over the top," so the reader is convinced that the position is correct.

Student Model

Title

All-Year School is All Wrong

by Mohammed Ivanov

Introduction

Many schools are thinking about making the school year longer. The main reasons people give for having school all year are that students will be able to learn more and perform better on tests. However, if students do not get a break in the summer, they will learn less, not more. They will perform worse, not better. Schools should not require students to go to school all year.

Include reasons to support position.

Thesis statement

The weather during the summer is not good for studying. First, it is too hot for students to concentrate. It is hard to learn when you are uncomfortable. Also, warm summer days allow more chances for outdoor activities. Students need to exercise their bodies. It is not healthy to sit in a room all day.

Topic sentence

Body

Fact

Summer is also an important time for students to be social. With more free time, they can build relationships with families and friends. Summer camps, team sports, and family vacations are all significant social activities that students enjoy during the summer. If there is school all year, students lose those chances.

Finally, all-year school will cause students to get tired of learning. They need time without studies and stress. After summer vacation, they are ready to learn. Without a break, students won't have energy to study.

Thesis statement restated

Conclusion

Summer vacation helps students more than going to school all year would. To be better students, they need the outdoors, social events, and time to rest. We should respect students' need for time away from school.

Writing Strategies

Use a graphic organizer Have students use a **T chart** to brainstorm arguments for and against their position. Tell students to think about why someone would argue against their position.

Reteach and Reassess

Identify structural features of an essay Review the key elements of an essay with students. Go over students' essays. ***Ask:*** *Did you include a clear thesis statement? Did you give facts and examples in the body of the essay? Were your reasons supporting your position convincing? Did you end the essay with a strong conclusion?*

Writing Workshop (cont.)

Student Model

- **Analyze model** Point out the introduction, body, and conclusion of the student model. ***Say:*** *The introduction expresses the writer's position in a thesis statement: students should not be required to go to school all year. The next three paragraphs list facts and arguments that support this thesis statement.*
- **Summarize** ***Ask:*** *What argument does the second paragraph make? Summarize the points.* (Sample answer: Summer is not a good time for learning.) ***Ask:*** *What argument does the third paragraph make? Summarize the points.* (Sample answer: If students go to school in the summer, they will miss out on important activities.) ***Ask:*** *What argument does the third paragraph make? Summarize the points.* (Sample answer: Students will grow tired of learning if they never get a break.)
- **Draw conclusions** ***Ask:*** *What features does the final paragraph include? What conclusion does it draw?* (Sample answer: It restates the thesis statement. It draws a conclusion that the good parts of summer vacation outweigh the good parts of going to school all year.)
- **Essay structure** Have students look at their drafts and identify the introduction, body, and conclusion. Explain that the introduction and conclusion should be similar, but not identical. The introduction states the issue and the position of the essay writer. The conclusion restates that position and makes a final argument. Stress that students should continually look back at their thesis statement as they write.

Reading Fluency

Reading Words in Chunks Student Model

Writing Workshop (cont.)

Revise

- **Evaluate information** ***Say:*** *When revising, you should ask yourself if your essay is clear.* ***Ask:*** *Do the sentences make sense? Do the ideas flow from one sentence to the next sentence? Do they flow from one paragraph to the next paragraph? Does anything seem out of place or unclear?*
- **Make revisions** Tell students that there are three main ways to revise text. (1) They cut or delete text. (2) They rearrange or move text. (3) They can fix text. ***Say:*** *Try to save text if you can. But if text doesn't belong in the essay, go ahead and cut it. If the text seems good but in the wrong place, try moving it to where it fits in better. If the text is in the right place but still doesn't work, fix what you've got. Make changes. Then reread.* Try to model these changes with one of the students' papers.
- **Formatting** Remind students that paragraphs help divide ideas logically and add focus to the essay. Point out that paragraphs are organized visually by indenting the first line.

Edit

Teacher think-aloud ***Say:*** *Editing is an important part of writing. Editing means reading something and finding ways to make it better, more interesting, or easier to understand. Writers edit their work to correct any mistakes and to use the best possible words to explain their ideas.*

Peer Review Checklist

Edit and revise As students peer edit, remind them to make suggestions that are helpful to the writer. ***Say:*** *Look for something positive you can say. If the essay needs changes, talk about how things can become better. Be encouraging. Remember, the best way for writers to improve is to get good feedback.*

Revising and Editing Checklist

Essay coherence Have students check that their introduction and conclusion restate their positions. Include all arguments and supporting facts in the body.

Reading Fluency

Choral Reading Revising and Editing Checklist

Publish

Explain and clarify ***Say:*** Publish *means to make what you write available for other people to read. You should make a clean copy of your essay with all the mistakes fixed. Then share it with other people.*

UNIT 3

Apply & Extend

REVISE

1. Read through your persuasive essay. Use the **Revising and Editing Checklist** to help you **evaluate** and revise your first draft.
2. Exchange your first revision with a partner. Ask your partner to use the **Peer Review Checklist** to help you support your position better.
3. Revise your draft again. Use your partner's comments to help you improve your essay.
4. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.

EDIT

1. Reevaluate your draft using the **Revising and Editing Checklist**. Add necessary and delete unnecessary text.
2. Fix any errors in grammar, spelling, and punctuation.

Revising and Editing Checklist

1. My introduction includes a thesis statement that clearly states my position.
2. The body of my essay has three paragraphs.
3. My arguments are supported by facts, details, explanations, and examples.
4. I used cause/effect to support my arguments.
5. My conclusion restates my thesis and summarizes my arguments.
6. I chose my words carefully in order to persuade the reader.
7. I use verb tenses properly and adjectives and adverbs appropriately.

Peer Review Checklist

1. I understand the writer's position by the thesis statement.
2. The arguments support the writer's position.
3. There are enough facts and examples in the essay.
4. I am persuaded to share the writer's opinion.
5. The essay would be better if ____.

PUBLISH

1. Make a clean copy of your essay in your best handwriting. Or use a word-processing program to type it. Proofread your final version and make any necessary corrections.
2. Exchange your essay with someone who might take a different position. Identify the points you agree on. Then talk about the points you disagree on.

194 Unit 3 • Apply & Extend

Differentiated Instruction • Projects

Scaffolding

Project 1 involves comparing fingerprints. Explain that students can classify most fingerprints in one of three basic categories—arch, loop, or whorl. An arch pattern is like an upside-down V. A loop is like an upside down U with its ends much more close together than an arch. Finally, a whorl is a circular pattern. You can find examples of these patterns on Internet sites. Provide examples to the class for comparison.

Extension

Have students work in pairs to write a short mystery story in which fingerprints play a key role. Students can invent their own detective character or use a familiar character from books or movies. Stories should include a setting, characters, and a key problem that the main character must face. The story must end with the mystery being solved. Have students share their stories with the class.

Projects

Choose one or more of the following projects to explore the theme "Justice" further.

PROJECT 1

Take Fingerprints From a Glass

1. Use a paper towel to wipe a glass clean. Have someone in your class press a finger against the glass.
2. Hold the glass up to a light to find the fingerprint. Sprinkle cornstarch over the print.
3. Stick adhesive tape to the print. Then carefully remove it.
4. Place the adhesive tape onto a piece of black paper. Study the fingerprint and write down your observations about it.
5. Discuss your observations with your class.

PROJECT 2

Use Various Sources to Find Answers to Questions

In *The Pearl,* Steinbeck uses the pearl symbolically.

1. Research information about pearls. Use various sources, such as books, newspapers, almanacs, media reports, speakers, and the Internet. Take notes on important facts and details. Organize your information logically.
2. Use these questions to focus your search: *What makes pearls? How does a pearl form? What colors can pearls be?*
3. Give an oral informational presentation on what you learned about pearls. Then discuss what you think the pearl is a symbol for in *The Pearl.*

Build Your Knowledge

An **almanac** contains information, such as lists, tables, and brief articles, on different topics. Almanacs are divided into different topics, such as science, geography, health, government, sports, and technology. Use the table of contents to locate the topic you need.

PROJECT 3

Listen to and Discuss Protest Songs

1. Get together with three or four classmates. Read the lyrics or listen to a recording of one of these protest songs.
   - "Blowin' in the Wind"
   - "If I Had a Hammer"
   - "Abraham, Martin and John"
2. Discuss the meaning of the song. Ask these questions.
   a. Why do you think the songwriter wrote the song?
   b. To whom is the song addressed?
   c. What is the songwriter's point of view?
   d What problems or issues does the songwriter address?
   e. What solutions does the songwriter suggest, if any?

Music Connection

Connect Expand Project 3 into a sing-along. Have students play recordings of the protest songs in class. If possible, pass out lyric sheets. Students can then sing along as the songs play. After singing, discuss the meaning of each song. Ask questions such as, "What message was the song writer trying to give?" "Did the music help the writer communicate his or her message? In what ways?"

Arts Connection

Connect Obtain a copy of the movie *The Pearl* from the library or a mail-order DVD service. There are at least three versions. The 1947 movie was filmed in Spanish in Mexico with a screenplay by John Steinbeck himself. Later versions tell the same story, but are told in English. After viewing the movie, have students compare the movie to the story they read.

Unit 3
Apply & Extend

Projects

PROJECT 1: Take Fingerprints from a Glass

Preview Go through the steps one by one. Make a list of the items that the students will need: paper towel, glass, cornstarch, adhesive tape, and black paper. As you read off the steps, hold up each item that the students will need. Demonstrate the steps for the class.

Reading Fluency

Paired Reading Project 1

PROJECT 2: Use Various Sources to Find Answers to Questions

Explore the topic Help students find source materials for information about pearls. Many books show how natural pearls are found and cultured pearls are made. Students can also use Internet sources to find out about pearls. They should start with a search engine and type in the word "pearls." A few minutes searching should bring up several useful information sources.

PROJECT 3: Listen to and Discuss Protest Songs

Build background Provide background for students about the songs they will listen to. They studied "Blowin' in the Wind" on page 180. The song "Abraham, Martin, and John" refers to the three leaders who were assassinated—Abraham Lincoln, Martin Luther King, Jr., and John F. Kennedy. All three leaders worked for causes of justice and equality. The song "If I Had a Hammer" sings about freedom and justice.

Independent Reading

- **Use the library** The library catalog is a computer database that contains information on all the books in a library, and sometimes in other libraries within a network. To find related titles, students can search for words and phrases such as "justice and equality," "civil rights," or "Socrates" in the library's computer catalogue. If students need additional help, encourage them to go to the librarians.
- **Read summaries** Tell students that reading a summary of a book is a good way to see if the book will interest them. Have students read the book summaries and select the book that they will seem most likely to enjoy. Tell students that books often have summaries on their back covers. When students are in a library or a bookstore, they can choose a book by reading the summary on the back cover.
- **Write a review** Explain what a book review is. ***Say:*** *A book review gives two things: a summary of the book* and *the reviewer's opinion of the book. Book reviews are helpful because they give you information about a book. You can then decide whether the book interests you, or not.* Have students write a review of one of the reading selections. Students can share their reviews with a partner.
- **Reading log** Have students keep a **Reading Log** of their independent reading. Explain that a log is like a journal. It is a way to record or keep track of thoughts, ideas, and reactions to a book. Have students turn in these logs regularly so you can monitor their progress and comprehension.

UNIT 3
Apply & Extend

Heinle Reading Library

The Man in the Iron Mask by Alexandre Dumas
In a specially adapted version by Raymond H. Harris.

Reunited thirty years after their earlier adventures, D'Artagnan and the Three Musketeers join forces once again. Follow their thrilling adventures as they free a royal prisoner from the Bastille, place him on the throne, and suffer the true king's revenge, in this, the last and most exciting tale of the Four Musketeers.

Independent Reading

Explore the theme "Justice" further by reading one or more of these books.

The Pearl by John Steinbeck. Retold by Sally M. Stockton, Black Cat Publishing, 2005.

Kino is a poor pearl diver in Baja Mexico whose life changes on one fateful day. Desperate to help his sick son, he finds the Pearl of the World, which he believes will improve the fortunes of his struggling family. But the fortune that comes is not what he expects, and he finds himself fighting to protect what he most loves. An old Mexican folktale is crafted by Steinbeck into a moving parable.

Journey Home by Yoshiko Uchida, Aladdin, 1992.

As World War II rages overseas, Yuki and her family are forced to move into an internment camp with other Japanese Americans. When they are released, they are left with nothing of their own but the road leading home. The story tells how Yuki and her family cope with prejudice and injustice on their journey home.

Gandhi by Leonard Everett Fisher, Atheneum, 1995.

This illustrated history of the life of Mohandas Gandhi traces his childhood in India, his education in London, his struggle for Indian rights in South Africa, and his leadership in the Indian independence movement. Called the Mahatma, or "great soul," Gandhi is one of the most respected figures of the 20th century. His use of non-violence in his pursuit of justice greatly influenced Martin Luther King, Jr., in the American civil rights movement.

***Left for Dead: A Young Man's Search for Justice for the USS* Indianapolis** by Pete Nelson, Delacorte, 2002.

After the navy prosecuted the captain of the *USS Indianapolis* for "hazarding" his ship in the worst naval disaster in U.S. history, the quest to clear his name began. The surviving crew members could not convince the navy to change its story. But an eleven-year-old boy named Hunter Scott succeeded where others failed. This is the story of his fight to bring justice to the brave men of the *Indianapolis*.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of an article about song lyrics, which may contain errors. Then answer Questions 1 through 4.

Blowin' in the Wind

(1) Bob Dylan's song, "Blowin' in the Wind," is slow, but very powerful. **(2)** Bob Dylan began writing songs in the 1960s. **(3)** At that time, two of the most important issues were the Vietnam War and civil rights. **(4)** In his song, "Blowin in the Wind," Dylan wrote about both of these problems. **(5)** He asked questions to make the listener think about the problems. **(6)** For example, he asked, "How many times must the cannon balls fly before they're forever banned?" **(7)** This question makes the listener think about how many people have been hurt or killed in all the wars. **(8)** When the listener will think about this, he or realizes that too many people have been hurt or killed. **(9)** Dylan's song "Blowin' in the Wind" has helps many people to think about the world and its problems.

1 **What appositive should you add after *Dylan* in sentence 2?**
- A is a famous folk musician and
- B , and his friends,
- C loved music, so he
- D , a famous folk musician,

2 **How can you improve sentence 4?**
- A add *famous* before *song*
- B add *famous* after *song*
- C add *seriously* before *song*
- D add *seriously* after *song*

3 **How can you improve sentence 8?**
- A change *will think* to *had thought*
- B change *will think* to *thinks*
- C change *will think* to *will have thought*
- D change *will think* to *thought*

4 **How can you correct sentence 9?**
- A change *helps* to *helping*
- B change *helps* to *help*
- C change *helps* to *helped*
- D change *helps* to *had helped*

Writing on Demand: Magazine Article

Write a magazine article about a person you know who you believe is a hero for justice. Describe the acts of courage and justice this person has done in his or her everyday life. Analyze and judge the person's life from your point of view. Use examples to support your opinions. **(20 minutes)**

Writing Tip
Use writing structures, such as cause/effect, similarity/difference, or posing/answering a question to make your writing more effective.

Study Skill

Before Taking a Test Remind students that before taking a test they should:
- Be prepared. Thoroughly review the material.
- Study, and feel confident about what has been learned.
- Get a good night's sleep the night before the test.
- Make sure to have had a good breakfast or lunch so they are not distracted or lacking energy during the test.
- Never try to study at the last minute. This information will not stay in their memories and will not useful on the test.
- Relax before the test begins. Take a deep breath before they begin the test.

- **Assessment Book:** Unit 3 Exam
- **Teacher Resources:** *ExamView®* Unit 3 Exam
- **Milestones Tracker:** Unit 3 Exam
- **Workbook:** Assessment Practice Pages

Writing: Revise and Edit

- **Reteach fact and opinion** ***Ask:*** *Is sentence 1 a fact or an opinion?* (opinion) *How do you know?* (You cannot prove that a song is powerful.) *Is sentence 2 a fact or an opinion?* (fact) *How do you know?* (You can use source materials to prove that Dylan started writing songs in the 1960s.)
- **Reteach editing for conventions** Review semicolons. Have students use a semicolon to replace sentences 2 and 3 with a single sentence. (Bob Dylan began writing songs in the 1960s; at that time two of the most important issues were the Vietnam War and civil rights.)

Reading Fluency

Repeated Reading "Blowin' in the Wind"

Answers
1. D
2. A
3. B
4. C

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Explain that students should always take time to understand what the assignment is. ***Ask:*** *What kind of text should you write?* (magazine article) *What is your topic?* (a hero for justice) *What should you describe?* (the person's acts of courage)
- **Organize quickly** Tell students to identify the topic—a person who struggles for justice. Then students should write their article, describing this person's acts of courage.
- **Revise** Explain that students should work to make sure that the article is well organized, interesting, and includes vivid adjectives and adverbs.
- **Edit** Stress that sentences should be clear and punctuated correctly.
- **Reteach and reassess** Remind students that a magazine article gives facts and opinions on a particular subject. A fact is a statement that can be proved. An opinion is the author's belief. Also remind students that magazine articles are written from an author's point of view. For more information, have students review page 170.

Reading

- **Build background** Tell students about Rosa Parks, the subject of the poem. ***Say:*** *In Montgomery, Alabama, in 1954, African Americans were forced to sit at the back of buses. Rosa Parks, a black woman, thought this was unfair. So one day Parks refused. She was later arrested. News of her arrest marked the beginning of the civil rights movement. In the civil rights movement, African Americans fought for justice and equality.*
- **Review paraphrasing** ***Say:*** *When you paraphrase, you put a writer's ideas into your own words.* ***Ask:*** *How could you paraphrase verse 1 of the song "Rosa Parks" in two short sentences?* (Possible answer: Rosa Parks, a black woman, sat in the front of a bus. It was against the law, but she refused to move.) Ask students to paraphrase the last two lines of the song. (Possible paraphrase: Rosa Parks is famous because she would not obey an unfair law.)
- **Review rhyme** Explain that words *rhyme* when they have the same end sound. Examples include *ball* and *fall*, *who* and *knew*, and so on. ***Ask:*** *What two rhyming words can you find in the first two lines of the song?* (remember, December) Remind student that songwriters often use rhyming to make their songs sound more musical. Have them identify other rhyming words that end the lines in "Rosa Parks." ***Say:*** *Let's use what we have learned to find more rhyming words in the song about Rosa Parks.* ***Ask:*** *What are the rhyming words in paragraph 2 of this poem?* (jail/fail; side/ride; whites/rights; wing/King; marks/Parks) ***Ask:*** *What are the rhyming words in paragraph 3 of the poem?* (fuss/bus; fame/name; right/fight/ land/stand) Explain that the rhyme scheme of a song can give you clues to the song's rhythm. Read the song aloud in proper rhythm. Have students repeat after you.

Reading Fluency

Echo Reading "Rosa Parks," verses 1–3

Reading

Read these song lyrics. Then answer Questions 1 through 8.

Rosa Parks

1 It's a tale we must remember,
How in Montgomery one December,
On a bus dear Rosa sat
In glasses, coat, and pillbox hat.
Now in those days, if you were black,
The law said you must sit in back.
When some white men got on and paid,
Rosa, tired of giving in, had stayed.
The driver said, "Up! On your feet! "
But she refused to give her seat.

2 After Rosa went to jail,
People said, "These laws must fail."
Everyone who took her side
Opposed the buses, didn't ride.
"Our duty is to get the whites
To recognize our civil rights."
A movement suddenly took wing
And welcomed Martin Luther King.
Great leaders came and left their marks
Because of Mrs. Rosa Parks.

3 CHORUS
A woman started all this fuss.
One passenger aboard a bus.
Her sense of justice brought her fame,
And that's why we know Rosa's name.
Doing what she knew was right,
She showed a people how to fight.
Her deeds are known throughout the land.
When she sat down, she took a stand.



1 **What does the word refused mean in the following line from verse 1?**

> But she refused to give her seat.

- **A** said no
- **B** wanted
- **C** allowed
- **D** was embarrassed

2 **What does the word duty mean in the following line from verse 2?**

> "Our duty is to get the whites
> To recognize our civil rights."

- **A** fear
- **B** responsibility
- **C** tradition
- **D** plan

3 **What does the song say Rosa Parks did?**

- **A** She moved to the back of the bus.
- **B** She met Martin Luther King.
- **C** She didn't give up her seat.
- **D** She sang a song about justice.

4 **What did people do after Rosa Parks went to jail?**

- **A** refused to ride the buses
- **B** allowed white men to take their bus seats
- **C** banned protest songs
- **D** respected the law

5 **Which of the following lines from the song contains the author's opinion?**

- **A** The law said you must sit in back.
- **B** But she refused to give her seat.
- **C** After Rosa went to jail,
- **D** When she sat down, she took a stand.

6 **Identify the adjective and the adverb in the following lines from verse 2.**

> A movement suddenly took wing
> And welcomed Martin Luther King.
> Great leaders came and left their marks
> Because of Mrs. Rosa Parks.

- **A** movement; great
- **B** welcomed; because
- **C** great; suddenly
- **D** leaders; left

7 **In what tense is the verb in the following sentence?**

> Rosa, tired of giving in, had stayed.

- **A** past
- **B** past progressive
- **C** past perfect
- **D** present

8 **Which of the following lines from the song contains an appositive?**

- **A** Now in those days, if you were black,
- **B** Great leaders came and left their marks
- **C** People said, "These laws will fail."
- **D** Rosa, tired of giving in, had stayed.

Unit 3
Milestones to Achievement

- **Reteach and reassess adjectives and adverbs** Write on the board: *The happy girl laughed loudly.* ***Say:*** *An adjective is a word that tells more about a noun or a pronoun. It answers the questions* What kind? Which one? How many? *or* How much? ***Ask:*** *What is the adjective in this sentence?* (happy) *What word does this adjective modify?* (girl) *What question does this adjective answer?* (What kind?) ***Say:*** *An adverb is a word that modifies verbs, adjectives, or other adverbs. You can identify adverbs by asking the questions* Where? How? *or* When? ***Ask:*** *What is the adverb in the sentence?* (loudly) *What word does this adverb modify?* (laughed) *What question does the adverb answer?* (how?) Have students review the use of adjectives and adverbs on pages 184 and 185.
- **Reteach and reassess progressive tense** ***Say:*** *We use the progressive tense to tell about an ongoing action. The progressive tense always has a helping verb such as* is, are, was, were, *or* will be. *The progressive tense always ends with a present participle.* Write on the board: *The baby is crying.* ***Ask:*** *What is the progressive tense verb in this sentence?* (is crying) *What is the helping verb in this sentence?* (is) Write on the board: *The baby was crying.* ***Ask:*** *What is the progressive tense verb in this sentence?* (was crying) *What is the helping verb in this sentence?* (was) Write on the board: *The baby will be crying soon.* ***Ask:*** *What is the progressive tense verb in this sentence?* (will be crying) *What is the helping verb in this sentence?* (will be) Have students review the use of the progressive tense on page 160.
- **Reteach and reassess appositives** ***Say:*** *An appositive is a word or phrase that appears near a noun to give more information about that noun. For example, The dog, a poodle, is very well trained. "A poodle" tells you more about the dog. A comma may separate the appositive from the rest of the sentence. You may use an appositive to combine two short sentences.* Write on the board: *My dog is named Ike. Ike is a nice dog.* ***Say:*** *Combine these two sentences to create one sentence that has an appositive.* (My dog, Ike, is nice.) ***Ask:*** *What is the appositive in this sentence?* (Ike) Have students review the use of appositives on page 187.

Answers

1. A
2. B
3. C
4. A
5. D
6. C
7. C
8. D

UNIT 4 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Word Web, Word Squares, Vocabulary Log, Text Genre Chart, Rate Buildup Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 4, Chapter 1
ExamView Assessment: Unit 4, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 4, Chapter 1 Quiz

Milestones Tracker
Unit 4, Chapter 1

Audio Program
CD 2, Tracks 6–7

Student Book
Unit 4, Chapter 1, pp. 200–229
Milestones Handbook, pp. 409–449

Workbook
Unit 4, Chapter 1, pp. 149–168

Heinle Reading Library
The Prince and the Pauper, by Mark Twain

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 200–201) 40 MIN. Explore the Theme (p. 201) 40 MIN. Theme Activity (p. 201) 40 MIN. Chapter Focus Question (p. 202) 10 MIN.		Echo Reading *Explore the Theme, questions (p. 201)
2	Student Book, Workbook	About the Reading (p. 202) 15 MIN. Build Background (p. 203) 40 MIN. Use Prior Knowledge (p. 203) 40 MIN. Vocabulary From the Reading (p. 204) 45 MIN.	Workbook (p. 149)	Repeated Reading *Build Background (p. 203)
3	Student Book, Workbook	Academic Vocabulary (p. 205) 45 MIN. Reading Strategy (p. 205) 40 MIN. Text Genre (p. 206) 35 MIN. Meet the Author (p. 206) 20 MIN.	Workbook (p. 150)	Echo Reading *Meet the Author (p. 206)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 206) 15 MIN. Reading Selection (pp. 207–213) 125 MIN.	Workbook (p. 151)	CD Assisted Reading *"Seventh Grade," paragraphs 1–2 (p. 207)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 207–213) 140 MIN.	Workbook (p. 152)	Readers Theatre *"Seventh Grade," paragraph 24–41 (pp. 212–213)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 214) 45 MIN. Academic Vocabulary (p. 214) 45 MIN. Reading Comprehension Questions (p. 215) 30 MIN. Literary Element (p. 215) 20 MIN.	Workbook (p. 153)	Paired Reading *Literary Element (p. 215)
7	Student Book, Workbook	About the Reading (p. 216) 20 MIN. Build Background (p. 216) 20 MIN. Vocabulary From the Reading (p. 216) 30 MIN. Reading Strategy (p. 217) 40 MIN. Text Genre (p. 217) 30 MIN.	Workbook (pp. 154–156)	Choral Reading *Text Genre (p. 217)
8	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 217) 20 MIN. Reading Selection (pp. 218–220) 90 MIN. Reading Comprehension Questions (p. 221) 30 MIN.	Workbook (p. 157)	CD Assisted Reading *"Eratosthenes," paragraphs 1–6 (p. 218)
9	Student Book, Workbook	Spelling (Workbook p. 158) 15 MIN. Writing Conventions (Workbook p. 159) 15 MIN. Connect Readings 1 and 2 (p. 221) 20 MIN. Listening and Speaking (p. 222) 60 MIN. Reading Fluency (pp. 222–223) 30 MIN.	Workbook (pp. 158–159)	Reading Words in Chunks *Listening and Speaking (p. 222)
10	Student Book, Workbook	Vocabulary Development (p. 223) 20 MIN. Grammar (pp. 224–225) 80 MIN. Grammar Expansion (Workbook pp. 163–164) 40 MIN.	Workbook (pp. 160–164)	Repeated Reading *Vocabulary Development (p. 223)
11	Student Book, Workbook	Writing Assignment (pp. 226–227) 60 MIN. Writing Support (p. 227) 20 MIN. Progress Check (pp. 228–229) 60 MIN.	Workbook (pp. 165–168) Have students study for the Chapter 1 Quiz.	Echo Reading *Student Model (p. 226)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 4, Chapter 1 Quiz) 140 MIN.		Use Punctuation and Type Cues *"Learning from Others," paragraphs 1–3 (p. 229)

UNIT 4 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Word Web, Vocabulary Log, Word Squares, Venn Diagram, Reading Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 4, Chapter 2
ExamView Assessment: Unit 4, Chapter 2 Quiz
ExamView Assessment: Unit 4 Test
Rubrics: Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 4, Chapter 2 Quiz
Unit 4 Test

Milestones Tracker
Unit 4, Chapter 2

Audio Program
CD 2, Tracks 8–9

Student Book
Unit 4, Chapter 2, pp. 230–257
Unit 4, Apply & Extend, pp. 258–264
Unit 4, Milestones to Achievement, pp. 265–267
Milestones Handbook, pp. 409–449

Workbook
Unit 4, Chapter 2, pp. 169–188

Independent Practice CD-ROM
Unit 4, Chapter 2

Heinle Reading Library
The Prince and the Pauper, by Mark Twain

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 230) 10 MIN. About the Reading (p. 230) 15 MIN. Build Background (p. 231) 30 MIN. Use Prior Knowledge (p. 231) 40 MIN. Vocabulary From the Reading (p. 232) 45 MIN.	Workbook (p. 169)	Paired Reading *Build Background (p. 231)
14	Student Book, Workbook	Academic Vocabulary (p. 233) 50 MIN. Reading Strategy (p. 233) 50 MIN. Text Genre (p. 234) 40 MIN.	Workbook (p. 170)	Repeated Reading *Reading Strategy (p. 233)
15	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 234) 25 MIN. Reading Selection (pp. 235–239) 115 MIN.	Workbook (p. 171)	Reading Words in Chunks *"Magellan's Remarkable Voyage," paragraphs 1–3 (p. 235)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 235–239) 140 MIN.	Workbook (p. 172)	Reading Words in Chunks *"Magellan's Remarkable Voyage," paragraphs 13–14 (p. 239)
17	Student Book, Workbook	Apply the Reading Strategy (p. 240) 45 MIN. Academic Vocabulary (p. 240) 45 MIN. Reading Comprehension Questions (p. 241) 30 MIN. Text Element (p. 241) 20 MIN.	Workbook (p. 173)	Repeated Reading *Text Element (p. 241)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 242) 15 MIN. Build Background (p. 242) 15 MIN. Vocabulary From the Reading (p. 242) 30 MIN. Reading Strategy (p. 243) 30 MIN. Text Genre (p. 243) 30 MIN. Meet the Author (p. 243) 20 MIN.	Workbook (pp. 174–176)	Echo Reading *Build Background (p. 242)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 243) 15 MIN. Reading Selection (pp. 244–248) 105 MIN. Reading Comprehension Questions (p. 249) 20 MIN.	Workbook (p. 177)	Readers Theatre *"Coyote Flies with the Geese," (pp. 244–248)
20	Student Book, Workbook	Spelling (Workbook p. 178) 15 MIN. Writing Conventions (Workbook p. 179) 15 MIN. Connect Readings 1 and 2 (p. 249) 15 MIN. Listening and Speaking (p. 250) 80 MIN. Reading Fluency (p. 250–251) 15 MIN.	Workbook (pp. 178–179)	Repeated Reading *Listening and Speaking (p. 250)
21	Student Book, Workbook	Vocabulary Development (p. 251) 20 MIN. Grammar (pp. 252–253) 80 MIN. Grammar Expansion (Workbook pp. 182–184) 40 MIN.	Workbook (pp. 180–184)	Paired Reading *Vocabulary Development (p. 251)
22	Student Book, Workbook	Writing Assignment (pp. 254–255) 60 MIN. Writing Support (p. 255) 20 MIN. Progress Check (pp. 256–257) 60 MIN.	Workbook (pp. 185–188) Have students study for the Chapter 2 Quiz.	Choral Reading *Student Model (p. 254)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 4, Chapter 2 Quiz) 140 MIN.		Echo Reading *"Voyage to the Americas," paragraphs 1–2 (p. 257)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 258–259) 120 MIN. Media Workshop (p. 259) 20 MIN.	Prepare Media Workshop (Student Book p. 259)	Reading Words in Chunks *Media Workshop, paragraph 1 (p. 259)
25	Student Book, Workbook	Media Workshop (p. 259) 120 MIN. Writing Workshop (pp. 260–262) 20 MIN.	Prepare Writing Workshop (Student Book pp. 260–262)	Use Pace and Expression to Read a Dialogue *Student Model (p. 261)
26	Student Book, Workbook	Writing Workshop (pp. 260–262) 120 MIN. Projects (p. 263) 20 MIN.	Prepare Project (Student Book p. 263)	Choral Reading *Revising and Editing Checklist (p. 262)
27	Student Book, Workbook	Projects (p. 263) 140 MIN.		Choral Reading *Revising and Editing Checklist (p. 262)
28	Student Book, Workbook	Milestones to Achievement (pp. 265–267) 110 MIN. Review 30 MIN.	Have students study for the Unit 4 Test.	Use Punctuation and Type Cues *"Land Ho!" (p. 265)
29	Assessment Book	Unit 4 Assessment (Assessment Book, Unit 4 Test) 140 MIN.		Choral Reading *Myth, paragraphs 1–2 (p. 266)

Preview the Unit

Preteach and Prepare

Preteach

Preview Discuss how people "learn" from experience. ***Say:*** *What is an experience? An experience is something you have done or that has happened to you. For example: Did you ever ride a bike? That's an experience. Did you ever see a rainbow? That's a great experience. Think of something you did today. What did you learn?* (I was in social studies class this morning. I learned about explorers. I looked at maps of South America. I learned the names of countries.)

View the Picture

Build background ***Say:*** *I learn from experience every day. For example, yesterday I gave my dog some cheese. I learned that he really likes cheese.* ***Ask:*** *What have you learned from an experience this week?*

View the Picture

- **Interpret the images** Have students look at each photo and describe what they see. ***Say:*** *Look at the girls in the helmets.* ***Ask:*** *What is the girl on the left holding in her hand?* (a hammer) *What do you think they are doing?* (building something) ***Say:*** *Look at the photo of the woman and girl. They are using a telescope.* ***Ask:*** *What do we use a telescope for?* (We use a telescope to see things in the sky clearly, like the moon.) ***Say:*** *Look at the photo of the man and the boy playing music together.* ***Ask:*** *Who has the bigger instrument?* (the boy) *Where are they sitting?* (on steps near a door) *Who do you think has learned more about playing an instrument, the man or the boy?* (the man) ***Ask:*** *What experience are the kids on the basketball court learning from?* (playing basketball as a team)
- **Critical viewing** Have students work in pairs to write captions for the images on the spread. Then invite them to share their captions with the class (Sample answers: We are making music together, we are building a house together, we are looking at the night sky, we can play basketball, too!)



Differentiated Instruction • Explore the Theme

Scaffolding

Point to each picture. ***Say:*** *The people in these pictures are learning from experiences. Look at the photo of the two girls. What are they doing?* (They are building something.) *What are they learning from this experience?* (They are learning to work together, to build something, to use tools.) Repeat these questions with the other photos. Have students work in pairs and say what they think the people are learning from each experience. Then discuss their suggestions with the class.

Extension

Ask students to write a few sentences about a learning experience they have had this year. ***Say:*** *Think of an experience you had this year.* ***Ask:*** *What did you learn from this experience? Describe what happened and what you learned.* (Sample answer: I learned how to identify things in a grocery store. Now I can help my Grandma who doesn't speak English when we go to the store.)

Learning from Experience

UNIT 4

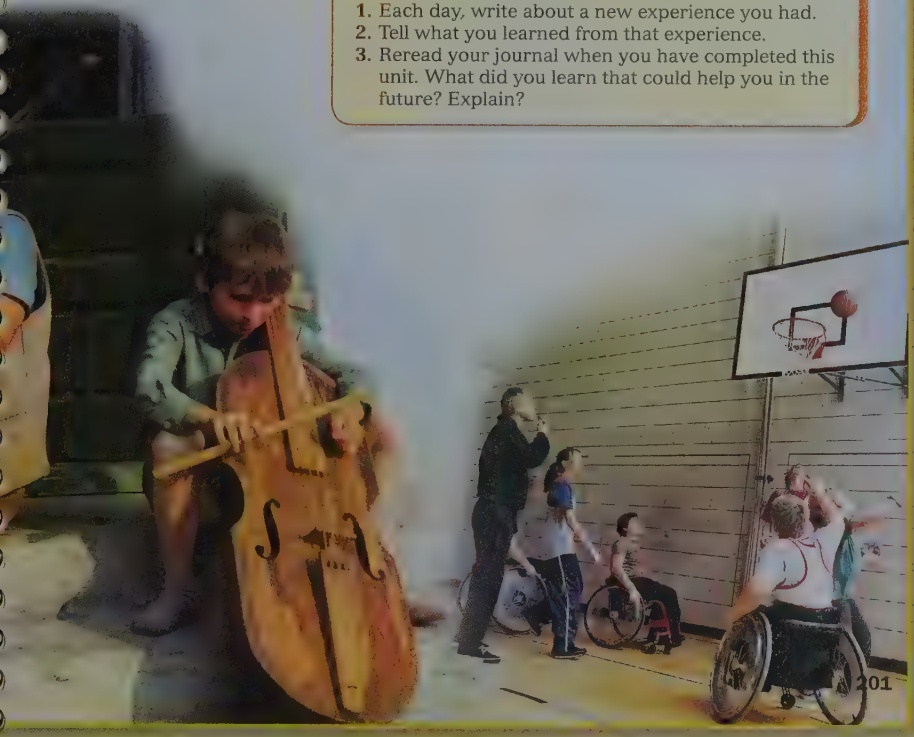
Explore the Theme

1. What does it mean to learn from experience?
2. Look at the pictures. How are the people learning from experience?
3. What are different kinds of learning experiences?

Theme Activity

Use a notebook to make a learning journal.

1. Each day, write about a new experience you had.
2. Tell what you learned from that experience.
3. Reread your journal when you have completed this unit. What did you learn that could help you in the future? Explain?



Arts Connection

Connect Have students make a collage about learning experiences they have had within the past year. Give students magazines, paper, glue, and scissors. Ask them to search for pictures that illustrate their experiences. Have them arrange the images on sheets of paper. Encourage them to add their own drawings to their collages. Have them write words on the collage that describe their experiences (For example: new language, reading, new foods, and so on.) Then have them discuss their collages with the class.

Classroom Management

Wait to Call on Students Some students tend to speak up more than others. When you ask a question in class, try to wait until most hands are raised, then call on a student who rarely answers. Shyer students are more likely to offer ideas if they know you are paying attention to those that don't often speak up.

Unit 4 Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: KWL Chart

- **Teacher modeling** Share a personal experience based on one of the photographs. ***Say:*** *I see a boy and an older man playing music together. I learned to play the piano when I was young. That was a great experience. I still play the piano almost every day.* ***Ask:*** *Which of these photos is similar to an experience you learned from? Why?* (Sample answer: The photo of the kids playing basketball. I remember when I learned how to play soccer on a team.)
- **Graphic organizer** Ask students to pick an experience they have learned from (for example, how to swim, taking care of a dog) and fill in the K column of a **KWL Chart**. Have them fill in the W with an experience that they want to know about. At the end of Unit 4, revisit the KWL Chart and have students add what they learned about the experience they wanted to learn about.

Reading Fluency

Echo Reading Explore the Theme questions

Sample Answers

1. It means that you live through an experience and you learn something from it.
2. The two girls are learning how to build a house. The mother and daughter are learning about things that are far away. The man and the boy are learning how to play instruments together. The kids in the gym are learning how to play basketball as a team.
3. You can learn by doing. You can learn by reading. You can learn by watching.

Theme Activity

Guided application Discuss how to keep a learning journal. Tell students to write the day and date at the top of each entry. Tell them to write about at least one experience every day. To get students thinking, ask volunteers to describe an experience they had yesterday that they learned from. Tell students that their experiences do not have to be unusual or special—they will describe what they learned from each day's experience. Invite them to add poems, photos, and drawings to their journals.

Sample Answer

3. I learned that band aids do not work if your skin is wet. Now I know to dry off my skin before I put on a band aid.

Objectives

Reading Strategies ***Say:*** *A mental image is a picture in your mind. Close your eyes. Think of someone you know.* ***Ask:*** *Who do you see in your mind? What does that person look like? What is he or she wearing?* Explain to students that they can create mental images when they read. It will help them understand their reading better. Remind students that asking questions is a good way to get information or explanations.

Listening and Speaking
Write the word *interview* on the board. ***Say:*** *I saw an interview with one of my favorite actors once. The interviewer asked him about acting.* Ask students to describe interviews they have seen or read recently.

Grammar
Write the verb *lie* on the board, then write these sentences: *He lies down on the floor. She lays her book on the table.* Have students identify the verb in each sentence. ***Say:*** *Some verbs in English are easy to confuse. We'll learn more about these kinds of verbs on page 224.*

Academic Vocabulary
Write the following sentences on the board. Have students try to complete them. 1. We will ___ a wonderful collage. (create) 2. The penny has an ___ of Abraham Lincoln on it. (image) 3. A ___ image is in your mind. (mental) 4. A dog is an ___ of a mammal. (example) 5. You cannot prove an ___. It is not a fact. (opinion)
Say: *These are the Academic Vocabulary words we will practice in Chapter 1.*

Informal Pre-Assessment
Have volunteers rewrite the two sentences in the above Grammar activity on the board using the past tense of each verb. *(He lay down on the floor. She laid her book on the table.)*

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preteach ***Ask:*** *What is something you have learned in the past week?* Have students say whether they learned something by doing, seeing, hearing, or reading.

About the Reading

Vocabulary development Tell students that the experiences they just described are called *learning experiences.* Just as they learn from lessons in school, they can learn from experiences.

CHAPTER 1

Objectives

Reading Strategies
Create mental images; Ask questions

Listening and Speaking
Interview a classmate

Grammar
Learn frequently misused verbs

Writing
Write an I-Search paper about a cultural tradition

Academic Vocabulary

create | example
mental | opinion
image

Academic Content

Geography of California
Mathematics and the ancient Greeks

Chapter Focus Question
What are different kinds of learning experiences?

Reading 1 **Literature**
Short story (excerpt)
Seventh Grade
by Gary Soto

Reading 2 **Content:** Mathematics
Informational text: Interview
ERATOSTHENES

Seventh Grade

About the Reading

You are going to read a short story about a character named Victor Rodriguez. Victor is beginnin the seventh grade. He has many experiences on his fi day of school. At the end of that day, he learns a lesso about friendship.



202 Unit 4 • Chapter 1

Differentiated Instruction • Use Prior Knowledge

Scaffolding

Say: *An experience is something that a person has done or that has happened to the person. Think of something that happened to you today. Share that experience with the person sitting next to you.* (I walked to school.) Then have students talk about a learning experience they had this year. Have them say what they learned. Give an example. ***Say:*** *I learned how to swim this year. I learned to hold my breath and swim underwater.*

Extension

Have students draw a chart with the headings **Did, Saw, Heard.** Have them write an experience in each column: something they did, something they saw, something they heard about. Remind students to write full sentences in their charts. Have them share their charts with a partner and tell the story behind experience. Partners should give feedback. Was the experience described clearly? Was the experience in the correct column?

Before Reading 1

Build Background

Fresno, California

"Seventh Grade" takes place in Fresno, California. Fresno is in a valley and has a warm climate. Many people there work as farmers and grow grapes, oranges, and peaches.



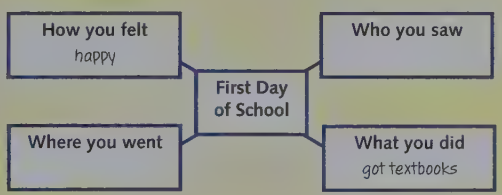
1. Look at the bottom map. Find Fresno. What two cities on the map are closest to Fresno? Is the land in Fresno low or high?
2. Look at the top map. What is the name of the valley where Fresno is located? What physical feature is closest to Fresno?

Use Prior Knowledge

The First Day of School

The main characters in "Seventh Grade" are beginning a new school year. The story is about their experiences on the first day. How is the first day different from other days?

1. Copy the word web.
2. Write words that describe how you felt, who you saw, where you went, and what you did on the first day of school.
3. Share your word web with a partner. Which of your ideas are similar? Which are different? Discuss how the first day of this school year was different from today.



Home Connection

Connect Ask students to interview a friend or family member about his or her first day of school. The person may describe the first day of any grade. Work with the class to brainstorm a list of questions to ask the person. (What happened on your first day of school? What was your teacher like? What did you learn about?) Write their questions on the board. Then have students make a list of questions they want to ask. If the person went to school in another country, encourage students to ask about that experience. Tell them to take notes during the interview. Have them share what they learned with their groups.

Social Studies Connection

Connect Ask students to look at the map on page 203 again. Have them find the state capital, Sacramento. Tell students that they will learn more about California. Have students pick one fact about Fresno they learned today (location, climate, jobs). Ask students to use the Internet or reference books to find three facts about Sacramento. Have them work in small groups to share and discuss their facts.

Build Background

Fresno, California

- **Teach** Explain that the climate in Fresno can be hot and dry. Tell students that it rains in Fresno in the winter and spring—but does not rain much in the summer and fall. Ask students to look at the map of California. Ask a volunteer to locate the state capital. (Sacramento) Ask what the land is like around Sacramento. (hills)
- **Map Skills** Direct students' attention to the legend at the bottom left of the bottom map. Explain that the lighter colors show low elevation, like valleys, and the darker colors show high elevation, like hills and mountains.

Reading Fluency

Repeated Reading Build Background

Sample Answers
1. San Jose and Oakland. The land in Fresno is low.
2. San Joaquin Valley; The Sierra Nevada Mountains.

Use Prior Knowledge

The First Day of School

- **Teacher Resources:** Graphic Organizers: Word Web
- **Brainstorm** ***Say:*** *Let's brainstorm a list of words about the first day of school.* Begin with some suggestions. (new, nervous, pencils, paper, school bus, teacher, students, friends, etc.)
- **Graphic organizer** Have students use the brainstorming list to complete the **Word Web** on page 203. After partners have discussed their word webs, ask them to write a sentence with one word that is similar, and one that is different.

Sample Answer
On my first day of school I felt nervous and excited. I saw a lot of new people. I went to different classes. I got new books.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

blush *(bloom, color, burning, flushing, glowing)*
experience *(evidence, exposure, familiarity, understanding, wisdom)*
foolish *(absurd, brainless, idiotic, stupid)*
linger *(dally, dawdle, procrastinate, saunter)*
scowl *(glower, frown, grimace)*

Have students use a **Word Square**. ***Say:*** *Write a vocabulary word in the upper left box. In the upper right box, write a definition. In the lower left box, use the word in a sentence. In the lower right box, write a synonym or word that will help you to remember the vocabulary word's meaning.*

- **Explain multiple-meaning words** Note that the word *scowl* is used both as a verb and a noun in the reading. Students will be responsible for learning the verb form as key vocabulary in this chapter. Explain its use as a noun as it relates to the reading as well.
- **Use context clues** Have students work in pairs for the Learn Vocabulary sentences. Have them identify the context clues that helped them answer the questions. (Sample answer: The word *silly* made me understand the word "foolish.")

Practice Vocabulary Answers

1. blush
2. experience
3. foolish
4. linger

Use Vocabulary Sample Answers

1. No, you are not happy. A scowl is like a frown, so you are probably upset about something.
2. She feels embarrassed because of something silly she did.
3. My **experience** was playing baseball. I learned the rules of the game.
4. I would **linger** in the hallway if I didn't want to go to class right away.
5. Falling down in front of a lot of people makes me **blush**.

Checkpoint Sample Answer

If I got a low test grade, I would blush.

Before Reading 1

Key Vocabulary

blush
experience
foolish
linger
scowl

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to figure out the meaning of the word.

1. Tony **blushes** when Tina smiles at him in class. His face turns red from embarrassment.
2. Maria woke up late and missed the bus. She learned from that **experience**.
3. I felt **foolish** when I misspelled my name. It was a silly mistake.
4. Jamal wasn't ready to leave the party. He decided to **linger** a little longer.
5. Coach Miller saw Miguel and began to **scowl**. She was upset that he was late for practice.

Practice Vocabulary Copy the chart. Work with a partner. Write the vocabulary word for each explanation.

Vocabulary Word	Explanation
scowl	to look angry by lowering your eyebrows
1.	to turn red with embarrassment
2.	a situation you live through and learn from
3.	silly; lacking good sense
4.	to stay, as if not wanting to go

Use Vocabulary Independently Read each question. Connect the meaning of the **highlighted** word with what you know. Then answer the question.

1. Something makes you **scowl**. Are you happy? Why or why not?
2. A person says she feels **foolish**. What does she mean?
3. What is an **experience** you had last weekend? How did you learn from it?
4. When is a time you would **linger** at school?
5. What is something that makes you **blush**?

Checkpoint
Use a Key Vocabulary word in a sentence about how you would react to a low test grade.

Vocabulary Log | Workbook page 149 | Independent Practice CD-ROM/Online

204 Unit 4 • Chapter 1

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Give each student five note cards. Have them write one key vocabulary word on the front of each card. Have them write the definition on the back of the card. ***Say:*** *You can practice vocabulary with these cards. You can use the cards when you see the highlighted vocabulary words in the story. You can also use the cards as flash cards to practice the words on your own.*

Extension

Use the five vocabulary cards from the Scaffolding exercise. Ask students to sort the key words into groups. Students can sort the words by the number of syllables, by alphabetical order, by verb/non-verb, or any other grouping you, or they, choose. Have students work with a partner. ***Say:*** *Challenge your partner to organize his or her vocabulary cards using your method of sorting. Compare your groupings.*

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

create *(establish, fabricate, generate, spawn)*
mental *(cerebral, intellectual, spiritual)*
images *(reflections, portrayals, representations)*

Have students complete a **Word Web** for the vocabulary words. Then have them share their webs with a partner.

Model Model using each of the academic vocabulary words in a sentence. ***Say:*** *I like to create unusual stories. I have a mental picture of my first day at school. But in my image, the classroom is full of bubbles!*

Reading Strategy

Create Mental Images

- **Teacher Think-Aloud** ***Say:*** *I create mental images as I read. When a character speaks, I can* hear *the words in my mind. When I read that a character laughs, I* see *the person laughing in my mind.*
- **Practice the strategy** Tell students to close their eyes, then read them the following: *The street was full of people. They wore colorful costumes. A band walked by in blue uniforms. Girls followed them with red flags. Then came men riding big brown horses.* Now, tell students to open their eyes and have them tell you the mental images they created. Where might the speaker have been? (I thought I was at a parade. I saw the colors of the band and the girls with flags. I saw men riding horses.) Write a list of their mental images on the board.
- **Grouping strategies** Have students work in small groups to discuss the two Checkpoint questions. They should write their ideas out. Then ask a representative from each group to share their answers with the class.

Checkpoint Sample Answers

1. A mental image is something you imagine in your mind, but a photograph is a real image of a real thing.
2. students in the hallway talking and laughing; school buses parked outside; athletes practicing

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
create *verb*	to make or produce	Silvio loves art. His favorite thing to do is to **create** paintings.	
mental *adjective*	occurring in the mind	Patricia has a **mental** picture of the beach she visited last summer.	 
image *noun*	a picture	Patricia painted an **image** of the beach she visited.	

Draw a picture and write a sentence for each word.

Reading Strategy

Create Mental Images

When you **create mental images** of characters and events, you make a picture in your mind about how the characters look, act, think, and feel. **Creating mental images** helps you understand a story better.

As you read "Seventh Grade," **create mental images** of Victor.

1. Stop reading at the end of each page. Think about how Victor looks, acts, thinks, and feels.
2. Look at the diagram. You will complete it after you read.

My Image of Victor

Event 1:	Victor feels:
Event 2:	Victor feels:
Event 3:	Victor feels:

Checkpoint

1. How is a **mental image** different from a photograph?
2. **Create a mental image** of your favorite place. What are some details from that **image**?

Vocabulary Log · Workbook page 150 · Independent Practice CD-ROM/Online

Writing Strategies

Describe an emotion Have students fold a sheet of paper in half. On one half of the sheet, have them draw a blushing face. On the other half, have them draw a scowling face. Have them write a sentence describing a situation in which someone might blush or scowl under the appropriate picture. Have them share their drawings with a partner. Students can act out the situations using gestures and stories.

Reteach and Reassess

Identify synonyms Have students use a thesaurus to look up synonyms and antonyms for the Key Vocabulary words. Have them use the thesaurus to list 2–3 synonyms and 1–2 antonyms for each of the five key vocabulary words. Have them add the synonyms and antonyms to the backs of the note cards, with the word definitions.

Text Genre

Short Story

- **Teacher Resources:** Graphic Organizers: Text Genre Chart
- **Use prior knowledge** ***Ask:*** *What are some genres we have read this year?* (Possible answers: Plays: "The Diary of Anne Frank;" Novels: "Friends," "The Pearl") ***Say:*** *In this chapter, we will study short stories. A short story is fiction.* Ask students to define *fiction.* (Fiction is about things that did not really happen.)
- **Identify features** Have students identify each of the features of a short story after they read "Seventh Grade." ***Ask:*** *Who are the characters?* (Victor, Michael, Teresa, Mr. Bueller) *What is the setting?* (a middle school in Fresno, California) *What is the plot?* (Victor is starting seventh grade and is preoccupied with getting the attention of Teresa, a girl he likes) *What is the theme?* (Sometimes learning experiences are embarrassing.)

Meet the Author

Gary Soto

- **Explain author's background** Tell students that Gary Soto has written books of poems, produced films, and written songs for operas. He has received many awards for his writings, which are usually about the experiences of Hispanic Americans.
- **Relate to personal experience** ***Say:*** *As you read the story, think about the characters and what they experience. Ask yourself: Has anything like this happened to me? Which one of the characters is most like me? How are the characters like people I know?*

Reading Fluency

Echo Reading Meet the Author

Reading Focus Questions

Preview Ask a volunteer to read the Reading Focus Questions aloud. Ask students to keep the questions in mind as they read.

Reading Focus Questions Sample Answers

1. Victor has many experiences that he learns from on his first day of seventh grade.
2. The author's purpose is to entertain. It also is to show that the education you get in school is not always just from books and teachers.
3. Both good experiences and bad experiences can teach you lessons.

Checkpoint Answers

characters and setting; plot and theme

Before Reading 1

Text Genre

Short Story

"Seventh Grade" is a **short story.** As you learned in Unit 1, a short story has the features in the table below. Look for these features as you read "Seventh Grade."

Short Story	
characters	people in the story
setting	time and place of the story
plot	the series of events in the story
theme	meaning or message of the story



Meet the Author

Gary Soto was born and raised in Fresno, California. His parents were Mexican American. When he was growing up, he worked in the farming areas of California. He picked crops like grapes, oranges, and cotton. Many of his stories came from his **experiences** as a boy. As a student, he became interested in poetry and literature. He said, "I was already thinking like a poet, already filling myself with literature."

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Learning from Experience"?
2. What do you think was the author's purpose for writing "Seventh Grade"?
3. Why is it important to learn from both good **experiences** and bad **experiences**?

Checkpoint

Describe two features of a **short story.**

Workbook page 151
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Draw a Story Map on the board for a selection students have already read, such as "Friends." Guide students in naming and describing the characters, setting, plot, and theme. (characters: Liyana, Rafik, Marhaba, Nadine; setting: Jerusalem; plot: A chicken escapes and Liyana and Rafik run after it. A boy catches the chicken. Liyana and Rafik meet him and ask him to come visit. Theme: making friends) Have students create a blank Story Map to complete as they read the short story "Seventh Grade."

Extension

Ask: *How do you picture Victor's school? What clues does the author give you? (wobbly card table; water fountain that never turned off; 110 degrees in the shade)* Have students complete a Word Web to describe the school. Then ask them to write a description of Victor's school using the Word Webs. Have them read their descriptions to a partner. Have the listener tell what mental images he or she got from their descriptions.

Reading 1
Literature

Seventh Grade

by Gary Soto

1 On the first day of school, Victor stood in line half an hour before he came to a **wobbly** card table. He was handed a packet of papers and a computer card on which he listed his one **elective**, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor.

2 Besides, Teresa, a girl he had liked since they were in **catechism** classes at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good at math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

Reading Strategy

Create Mental Images What **mental image** do you have of France? How does that compare to how you imagine Fresno?



wobbly shaky
elective class you choose to take; class that is not required
catechism religious education

Reading Check

1. **Recall details** Who are Victor's classmates?
2. **Recall facts** Where does Victor go to school?
3. **Draw a conclusion** Why does Victor hope that Teresa is in his French class?

Language Transfer and Interference

Understand Adjective Placement Read the first sentence of "Seventh Grade" aloud. Write on the board: *first day* and *wobbly card table.* Ask volunteers to identify the adjectives in these phrases (first, wobbly, card) and the nouns they modify (day, table). Tell students that in English, adjectives usually go before the noun they describe. Ask students to say how adjectives modify nouns in the languages that they speak. Then have students work in pairs and identify all the adjectives in the first paragraph of the story.

Social Studies Connection

Connect Have students work in small groups to create a poster. Have them divide the poster diagonally. The upper half will illustrate Fresno. The lower half will illustrate France. Their images might include maps, photographs, or famous sites and people. Students may get images from the Internet or travel magazines, or they may draw their own. Ask students to present their posters to the class, comparing and contrasting California and France (or Victor's idea of France).

Unit 4 • Chapter 1
Reading 1: Literature

Seventh Grade, from *Baseball in April and Other Stories.* Copyright © 1990 by Gary Soto, reprinted by permission of Harcourt, Inc. **Student Edition pages:** 207–213; **Description of change:** Excerpted text from story; **Rationale:** Fit

Read the Selection

CD 2, Track 6 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: Graphic Organizers: Rate Buildup Log

- **Radio reading** Have students read aloud with the emphasis placed on the message, not word-perfect reading. Students not reading must close their books and listen to the "broadcast" as one would listen to the radio.
- **Interpret the Image** Have students look at the picture on page 207. ***Ask:*** *Where are the characters?* (in school) *What do you think they are doing?* (getting their class schedules) ***Say:*** *Look at what the students are wearing.* ***Ask:*** *Do you think it is cold or hot where they are?* (hot)
- **Writing convention preview** Have students point out all the nouns that are capitalized on the page. Then have them write down the capitalized words that are the names of places. Students will learn more about capitalizing place names on Workbook page 159.

Reading Fluency

CD Assisted Reading "Seventh Grade," paragraphs 1–2

Reading Strategy

Teacher Think-Aloud ***Say:*** *I read that in France it is cool, and that there are rivers. I imagine sitting by a wide river in France. A cool breeze is blowing through my hair. The sun is shining.*

Reading Strategy Sample Answers
France has an image of a place where it is cool and comfortable, with fair-skinned people smiling. Fresno leaves a mental image have an image of a place where it is hot and dry.

Reading Check Answers
1. Victor's classmates are Michael Torres and Teresa.
2. Victor goes to school in Fresno.
3. Victor really likes Teresa.

Read the Selection

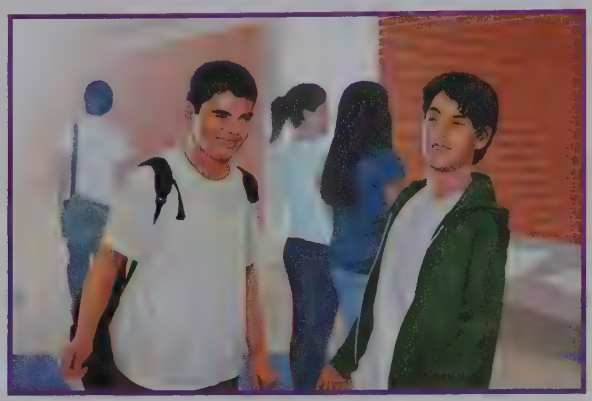
- **Prereading** Have students find the words *saludo de vato*. Explain that this is a gesture of greeting between friends. ***Ask:*** *What are some gestures you use to greet your friends?* (Answers will vary. Ask students to act them out.)
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder, who then will join you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *What are the boys doing? How does each one feel?* (Sample answer: Michael is scowling to look cool. Victor is thinking his friend looks strange).
- **Vocabulary development** Direct student attention to the word *horrors* in the last paragraph. Ask students what "horrors" are. (Students should say that horrors are terrible or frightening things.)

Reading Strategy

Teacher modeling ***Ask:*** *Can you make a mental image of the models in the magazine Michael read?* Call on students to come to the front of the class and "model" the looks. Have students identify which details in the paragraph helped them portray the scene. (Michael scowling, lip quivering, teeth showing)

Reading Strategy Sample Answer

1. Michael and Victor shake hands and jerk their heads at one another. Michael scowls.



Reading Strategy

Create Mental Images
How do Victor and Michael look when they greet each other? Show what they do.

3 They shook hands, ***raza-style***, and **jerked** their heads at one another in a ***saludo de vato***. "How come you're making a face?" asked Victor.

4 "I ain't making a face, ***ese***. This *is* my face." Michael said his face had changed during the summer. He had read a ***GQ* magazine** ... and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and ***scowl***.

5 "I think it works," Michael said. He **scowled** and let his upper lip **quiver**. His teeth showed along with the **ferocity** of his soul. "Belinda Reyes walked by a while ago and looked at me," he said.

6 Victor didn't say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes.

raza-style in their own way
jerked made a sudden movement
saludo de vato greeting
ese man (used in social language)
***GQ* magazine** a men's fashion magazine
quiver shake slightly
ferocity fierceness

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 6. Have students listen for clues about the way the boys may have spent their summer. (picking grapes to earn money) ***Ask:*** *What can we infer from this statement? How did the boys feel about this experience?* (Grape picking is hard work.)

Extension

Have students pair off and reread pages 207 and 208. Explain to them that a *prediction* is a guess based on evidence. ***Say:*** *You might* predict *that Teresa will become Victor's girlfriend. Keep reading to see if this prediction is accurate.* Challenge students to make predictions based on some of their mental images so far in the story. (Sample answers: Someone will make fun of Michael for scowling; Michael and Victor will talk to the girls they like, etc.)

7 A tinny, three-beat bell **propelled** students to their homerooms. The two friends **socked** each other in the arm and went their ways, Victor thinking, man, that's **weird.** Michael thinks making a face makes him handsome.

8 On the way to his homeroom, Victor tried a **scowl.** He felt **foolish**, until out of the corner of his eye he saw a girl looking at him. Ummm, he thought, maybe it does work. He **scowled** with greater **conviction.**

9 In homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the **crackling** loudspeaker, welcoming the students to a new year, new **experiences**, and new friendships. The students **squirmed** in their chairs and ignored him. They were **anxious** to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.



propelled made to move forward quickly
socked hit
weird strange; odd
conviction firm belief
crackling making small clicking sounds
squirmed moved around
anxious eager

Reading Strategy

Create Mental Images
How do you picture the students in homeroom? How do they feel? What words help you to **create** the **images** of Victor's classmates?

Reading Check

1. **Recall details** Who is in homeroom with Victor?
2. **Make inferences** Why does Michael think it's important to **scowl**?
3. **Form an opinion** Is **scowling** a good way to get attention? Explain.

Read the Selection

- **Impress reading** Have a student read aloud with you simultaneously.
- **Vocabulary development** Have students look at the phrase "roll was taken" in paragraph 9. Ask students to use context clues to guess what this phrase might mean. Explain that a roll is a class list if they need help. Students should see that "roll was taken" means student attendance was checked.
- **Grammar preview** ***Say:*** *Look at paragraph 9. Look at the sentence that starts with,* "Victor sat calmly." *But we say* "I set my book on the table." *The verbs* to sit *and* to set *are commonly confused. We will learn more about them and other frequently misused verbs on page 224.*

Reading Strategy

Use context clues ***Ask:*** *What is your mental image of Victor's homeroom? Think about the desks, posters on the walls, the other students. Look for clues that tell you what Victor sees in his classroom.*

Reading Strategy Sample Answers
I picture the students in the homeroom squirming in chairs. The chairs are arranged in rows. One girl, Teresa, is reading a paperback book. Emergency cards and bulletins are on the desks.

The students are anxious about the start of a new school year.

Words such as *squirmed*, *anxious*, and *cute* help me create images of the classmates.

Reading Check Answers
1. Teresa is in homeroom with Victor.
2. Michael thinks it is important to scowl because he believes it makes him look handsome.
3. Sample answer: No, scowling is not a good way to get attention. It makes you look foolish.

Writing Strategies

Identify text features This story uses dialogue. Remind students that dialogue is another word for conversation. Ask volunteers to point out examples of dialogue, such as: *Victor said,* "That is a strange face he made," or "That's weird," *he said.* Brainstorm and create a list of other words to use in place of *said.* (told, yelled, whispered, screamed, exclaimed, replied) Have students look up *say* in a thesaurus. Have them write two sentences of dialogue with a synonym for *say* in each sentence. Have students read their sentences aloud as the synonyms indicate (yelled, whispered).

Cultural Connection

Social language Point out Michael's comment on page 208: *I ain't making a face,* ese. Ask students what they think *ese* means (*Ese* is a slang Spanish word for "guy" or "man"). Also point out that the word *ain't* is a slang contraction and is considered nonstandard English. Have students work in small groups and create a list of terms in their home languages that can be used to greet friends. Have volunteers act out a dialogue using these greetings. Have students explain the meanings of the words to the class.

Read the Selection

- **Silent with support** Have students read silently, but tell them they may turn to partner or group member for help with understanding vocabulary or confusing text. Students may also be directed to stop at designated points to summarize and clarify key events.
- **Interpret the image** ***Ask:*** *Who is the girl in the illustration?* (Teresa) *Who is the boy?* (Victor) *What is Victor doing?* (He is lingering in the class so that he can bump into Teresa as if by accident.)
- **Vocabulary development** Point out the word *clever* at the end of paragraph 11. Ask students what would be a "clever" remark that Victor might make. Ask why he wants to be "clever." Remind students to use context clues to decide what *clever* means in this sentence.
- **Grammar preview** Point out the word *rang* in paragraph 10 and the word *stood* in paragraph 12. Explain to students that these are irregular verbs in the past tense. Tell students that they will learn more about irregular verbs on Workbook pages 163–164.

Reading Strategy

Identify descriptive language ***Ask:*** *Which words help you to visualize how the students moved throughout the school?* (students herded noisily through the door, Teresa lingered, he hurried to the door, he trudged to English class)

Reading Strategy Sample Answers
Victor is sitting down. He is pretending not to pay attention to Teresa. He is thinking about what he will say to Teresa when they meet. *linger, staring, bump into, clever*

10 The bell rang for first period, and the students **herded** noisily through the door. Only Teresa **lingered**, talking with the homeroom teacher.

Reading Strategy
Create Mental Images
How do you picture Victor here? What is he thinking? What words help you to imagine Victor this way?

11 Victor **lingered**, keeping his head down and staring at the desk. He wanted to leave when she did so he could bump into her and say something clever.

12 He watched her **on the sly**. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

13 He smiled back and said, "Yeah, that's me." His brown face **blushed**. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice?

14 As Teresa walked down the hall, Victor walked the other way. As he **trudged** to English, he practiced **scowling**.



herded moved as a group
on the sly without anyone knowing
trudged walked heavily

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students form small groups and discuss what they have read so far. Write the key elements of a story on the board: *character, setting, plot,* and *theme.* Have students work with a 4-column chart with these headings. Ask them to add information to each column from what they have read so far. (characters: Victor, Michael, and Teresa; setting: a school; plot so far: Victor and Michael want to impress girls; theme: the experience of the first day of school).

Extension

Have students work in pairs. Ask them to discuss what Teresa may have thought, seen, and felt during homeroom. Then ask them to write a short paragraph in which they describe the scene from her point of view. Tell them to use as many sensory images in their descriptions as they can. Then have pairs share their paragraphs with another pair, and discuss how their images were similar and different.

15 After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along.



16 After math he had a fifteen-minute break, then social studies, and, finally, lunch. He sat with Michael, who practiced **scowling** between bites.

17 Girls walked by and looked at him.

18 "See what I mean, Vic?" Michael **scowled.** "They love it."

19 "Yeah, I guess so."

20 They ate slowly, Victor **scanning** the **horizon** for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy **scowling** at a girl two tables away.

21 The small, triangle-shaped campus **bustled** with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

22 He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He looked to the right. Still no sign of her. He stretched out lazily in an attempt to disguise his **snooping.**

23 Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.

scanning looking around
horizon line of sight
bustled rushed around
snooping secret spying

Reading Strategy

Create Mental Images
What **mental image** do you have of the school campus? Where are Teresa and Victor in your **image**? What clues does the author give you?

Reading Check

1. **Recall details** What happens to Victor's face after he talks to Teresa?
2. **Draw conclusions** Why does Victor try to hide his snooping?

Reteach and Reassess

Identify setting Have students work in small groups. Have students reread paragraphs 17–24. After rereading the paragraphs, have them paraphrase text sentences that highlight where Victor went during lunch. (He sat with Michael at lunch. Victor went outside to the small, triangle-shaped campus. Victor hurried to the bag lunch area. Victor then moved to a table near Teresa.) Have students role play Victor's movements in their groups.

Grouping Strategies

Random grouping Allowing students of different abilities to work together is beneficial to both. One method of randomly grouping students is to hand each student a card with a number on it. Create the cards with the numbers of groups. For example, for groups of four, create four cards with number 1, four cards with number 2, and so on. Random grouping will ensure that differently skilled classmates will work together over time.

Read the Selection

- **Inquiry reading** ***Ask:*** *What is Victor trying to accomplish on this page of the reading?* Have students read silently to find the answer to this question. Then have them read out loud the parts that they feel answer the question.
- **Interpret the image** ***Ask:*** *Look at the illustration. What does the school cafeteria look like? Describe what and whom you see. Include details.* (Victor and Michael are sitting at a table. They are eating food on trays. Michael has an orange on his tray. Michael is scowling. Some girls are walking and talking in the background.)
- **Vocabulary development** Have students look at the phrase "scraped his plate" in paragraph 20. Ask students what this could mean. (Cleaned remaining food from his plate into a bin) Have students act out "scraping a plate." Ask them to describe what they do in your school cafeteria.
- **Grammar preview** Point out the words *brought* and *thought* in paragraph 20. Explain to students that these are irregular forms of the verbs *to bring* and *to think*, respectively. Tell students that they will learn more about irregular verbs on Workbook pages 163–164.

Reading Strategy

Teacher modeling ***Say:*** *As I read, I imagine Victor sitting with Michael in the cafeteria. He's scowling, and some girls are walking by. They look at him strangely. Michael thinks they are impressed. Victor (and I) are not sure. Maybe they think he's just strange.* Ask volunteers to describe what they imagine as they read the page.

Reading Strategy Sample Answers
The school building surrounds a lawn on three sides; the lawn has patches of dry grass and a few trees. Victor is sitting on a picnic bench with a book open in front of him. Teresa is under a tree across the lawn with a friend. Clues: *triangle-shaped, plum tree, sitting, table*

Reading Check Sample Answers
1. His face blushes.
2. He doesn't want anyone to know he's looking for Teresa.

Read the Selection

- **Tape record stories** Have different students tape record parts of the story. Students can then guess who the "mystery" reader is. Also, have students tape themselves reading at various times throughout the year.
- **Vocabulary development** Have students write down the two metaphors they find on this page (great rosebushes of red bloomed on Victor's cheeks; a river of nervous sweat ran down his palms). ***Ask:*** *What purpose do these metaphors have in this part of the story?* (to show Victor's embarrassment) *What effect do they have on you as the reader?* (they make you feel embarrassed along with him)

Reading Fluency

Readers Theatre "Seventh Grade," paragraphs 24-41

Reading Strategy

Make inferences Have students work in groups of three to role-play the classroom scene. Ask them to make inferences about what they learned from acting the part of a character. ***Ask:*** *What did you learn about the characters from this experience? What did it feel like to be that person in this situation?* (I understood the characters better. I understood what they looked like and felt like.)

Reading Strategy Sample Answers
"Great rosebushes of red bloomed on Victor's face."
"A river of nervous sweat ran down his palms."

Build Your Knowledge

A **metaphor** is a type of figurative language. It compares two things by saying that one thing *is* another thing. Find two metaphors on this page. What things are being compared? How are they similar?

Reading Strategy

Create Mental Images What words does the author use to help you picture how Victor looks? What words does the author use to help you understand how Victor feels?

24 They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, ***"Très bien. Parlez-vous français?"***

25 Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to **bluff** his way out by making noises that sounded French.

26 "La me vave me con le grandma," he said uncertainly.

27 Mr. Bueller, wrinkling his face in **curiosity,** asked him to speak up.

28 Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor **mumbled,** "Frenchie oh wewe gee in September."

29 Mr. Bueller asked Victor to repeat what he had said.

30 "Frenchie oh wewe gee in September," Victor repeated.

31 Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

32 Victor stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed.

33 The bell sounded, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked **sheepishly** at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

Très bien. Parlez-vous français? *Very good. Do you speak French?*
bluff pretend something that isn't true
curiosity interest in knowing about something
mumbled spoke unclearly in a low voice
sheepishly with shame or embarrassment

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students work in pairs to make a Chronological Order chart of events in the story so far. Have them first make a list from memory of the events they recall. Then have them reread the story, adding or changing events as necessary, to complete the Chronological Order chart. Have pairs share their charts with other pairs and discuss the similarities and differences between them.

Extension

Have students work in small groups. Ask them to rewrite the scene in the French class, but with the teacher saying something to Victor about not being able to speak French. ***Ask:*** *How might Victor feel when the teacher says out loud that he doesn't know how to speak French? What might Teresa have said? How might his classmates have responded?* Have group members share their rewritten scenes with the class, and discuss why they wrote as they did.

34 Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog—anything! I'll be your best student, and I'll clean your erasers after school.

35 Mr. Bueller **shuffled** through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

36 Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

37 "Sure, anytime," Victor said.

38 "I won't be bothering you, will I?"

39 "Oh no, I like being bothered."

40 ***"Bonjour,"*** Teresa said, leaving him outside her next class.

41 "Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebushes of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

42 He was going to like seventh grade.



Reading Strategy

Create Mental Images How has your **mental image** of Victor changed? What do the "bouquets of love" on his face tell you about his feelings?

Reading Check

1. **Recall details** Where does Victor sit in French class?
2. **Make inferences** Why doesn't Mr. Bueller say that Victor can't speak French?

shuffled quickly looked through
Bonjour French word for *Good day.* (a greeting)

Unit 4 • Chapter 1
Reading 1: Literature

Read the Selection

- **Paired reading** Have students take turns reading aloud.
- **Interpret the image** Ask students to look closely at the illustration. Have them analyze the nonverbal messages each character is expressing in the picture. ***Say:*** *Look at what the characters are saying without words in this picture. Look at how Victor, Teresa, and the teacher are standing.* ***Ask:*** *Do they look relaxed? Interested? Confident?* (Victor looks interested, but shy, as he leans away from Teresa. Teresa looks more confident, but a little shy, too. The teacher is trying to pretend that he can't hear them.)
- **Vocabulary development** Point out the word *sweaty.* ***Say:*** *This word is an adjective, but it is based on what noun?* (sweat) Give other examples of nouns that can be made into adjectives by adding *-y.* (*hungry, thirsty, dirty*)
- **Identify the theme** Before students read the final page of the story, ask them to identify the theme so far. Have them support their statements with examples from the story. (The theme is that the first day of school is hard, but you can still meet people you like. Victor likes Teresa, and wants to get to know her better.)

Reading Strategy

Include facts and details ***Say:*** *Create a mental image of Teresa and Victor in French class. How does Victor look at the end?* (in love) *How does Teresa look?* (happy, smiling) ***Ask:*** *What learning experience did Victor get from his first day at school?* (He felt happy. He felt things would be okay. He felt he would like seventh grade.)

Reading Strategy Sample Answers

Before, Victor looked embarrassed, but now he looks happy.

The "bouquets of love" show that Victor is in love with Teresa. She asks him to help her with her French. He is blushing, but with pleasure.

Reading Check Answers

1. He sits near the front, a few desks away from Teresa.
2. Mr. Bueller remembers what it was like to try to impress girls from when he was in college.

Reteach and Reassess

Identify supporting evidence Write these words on the board: *bluff, curiosity, mumbled, sheepishly.* Have students work in pairs. Ask them to reread pages 212–213 and write down examples that match the definition of each word. ***Say:*** *For example, Victor* bluffs *when he tries to say something in French. He says nonsense words. These are a* bluff. Have pairs share their examples with another pair and discuss them.

Listening and Speaking Strategies

Interpret verbal and nonverbal messages Discuss with students the experience of hearing someone speak a language you do not understand. ***Say:*** *If you don't know a language, and someone says something to you, how can you know what they are talking about?* Guide students to mention other clues they might use, such as tone of voice, intonation, and nonverbal clues. Then have students work in small groups to list situations in which a foreign speaker might try to be understood. (A store, asking directions, asking about food.) Ask students to think about ways to help the person be understood.

Apply the Reading Strategy

Create Mental Images

- **Reteach** Review what students have learned about creating mental images. Have them review the descriptions they wrote, and recall their role playing.
- **Apply** ***Say:*** *Throughout the story, we discussed mental images the story created in our minds. Now you will use the graphic organizer to describe Victor's feelings.* Ask students to write the events of the story in order. Encourage them to add boxes describing other feelings Victor describes. (Michael shows Victor how to scowl. Victor tries it. He thinks it works at first, but then is embarrassed.) Invite volunteers to act out each event for the class.

Sample Answers
Event 2: Teresa said "Hi, Victor" and he answered 'Yeah, that's me". Victor feels embarrassed.
Event 3: Victor shows off in French class.
He is worried that Teresa may find out he was bluffing.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

example *(imitation, replacement, substitute, proxy, replica)*
opinion *(creed, doctrine, philosophy, dogma)*

Have students complete a **Word Square** for each Academic Vocabulary word. Ask volunteers to share their Word Squares with the class.

- **Preview** Explain that knowing these words will help students understand the Reading Comprehension Questions on page 215.
- **Vocabulary development** Explain that an *example* illustrates an idea. A shirt is an example of the idea *clothing.* An *opinion* is a personal belief. Have students give examples of healthy foods. Then ask them to give an opinion about each healthy food. (Examples: vegetables—nutritious; whole grains—chewy)

Checkpoint Sample Answers
1. blue is a beautiful color
2. our basketball team is excellent
3. your hair is messy

After Reading 1

Apply the Reading Strategy

Create Mental Images

Now complete the graphic organizer.

1. Review the Reading Strategy on page 205.
2. Copy the diagram.
3. Look back at the reading. Think about your **images** of Victor in different parts of the story.
4. Fill in each box of the graphic organizer with words or pictures that describe Victor.

My Image of Victor

Event 1: Victor is in his homeroom, thinking about Teresa	**Victor feels:** calm
Event 2:	**Victor feels:**
Event 3:	**Victor feels:**

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
example *noun*	a model that represents a general idea	The teacher wrote an **example** of an algebra problem on the board.	
opinion *noun*	a personal belief	In my **opinion**, spinach tastes awful.	

Draw a picture and write a sentence for each word.

Checkpoint
Give three **examples** of an **opinion.**

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Discuss the difference between *facts* (things that can be proven) and *opinions* (thoughts or feelings which have no proof). Model two examples and have students say which is fact and which is opinion. ***Say:*** *Spinach is a vegetable.* (fact) *Spinach is delicious.* (opinion) Have student pairs take turns. One student says a fact, and the other replies with an opinion. Monitor students to make sure they grasp the difference between the two concepts.

Extension

Have students work with partners. Have each student state an opinion about "Seventh Grade." Have them state opinions about characters and events. Ask the students to support opinions with details of language, images, and events from the story. Ask them to use their Key Vocabulary note cards and use Key Vocabulary words as they state their opinions.

Reading Comprehension Questions

Think and Discuss


Workbook page 152


Independent Practice CD-ROM/Online

1. **Describe** Give two **examples** of things Victor and Michael do to get girls to notice them. Use two Key Vocabulary words.
2. **Identify problem and solution** What problem does Victor face? How does he resolve it?
3. **Make a judgment** In your **opinion**, was it right for Victor to pretend he speaks French? Explain.
4. **Draw a conclusion** What did Victor learn from his **experiences** at the start of seventh grade?
5. **Support an opinion** Does Gary Soto understand teenage life? Support your **opinion** with **examples** from the story.
6. **Revisit the Reading Focus Questions** Go back to page 206 and discuss the questions.

Literary Element

Character Traits

Every short story has characters. To understand a character, study their **traits**, or qualities. Traits are usually adjectives that describe a character. Analyze character traits by the things a character does, says, or thinks.

Determine traits of the characters in "Seventh Grade."

	Does	Says or Thinks	Traits
Victor			1.
			2.
Michael			3.
			4.
Teresa			5.
			6.

1. Look for **examples** in the story of things that each character does, says, or thinks.
2. Copy the chart. Write **examples** in the first two columns.
3. Write character traits based on your **examples.**

Checkpoint

1. How can you analyze a character's **traits** in a story?
2. Name a character **trait** of Mr. Bueller, the French teacher.


Workbook page 153


Independent Practice CD-ROM/Online

Language Transfer and Interference

Speaking application Several Key Vocabulary words can be changed by adding suffixes. You can add *-ing* to the following words: *blush, trudge, embarrass.* Explain to students that the back of the tongue is pushed towards the back of the throat when making the /ng/ sound. Practice this skill by saying words ending in *-ing* for students to repeat. Speakers of some East Asian languages may be able to help other students with this pronunciation. This sometimes has the added benefit of allowing a struggling English learner to serve as an "expert" to fellow classmates.

Cultural Connection

Connect Spanish-speaking students can help other students read and pronounce the Spanish words in this story. Designate Spanish-speaking partners for non-Spanish-speaking students in the class. Have the students work together to reread sentences that contain Spanish words. Have Spanish tutors read and pronounce the words. French-speaking students can help students read and pronounce the French phrases in the story.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. Michael scowls to get girls' attention. Victor lingers in homeroom to talk to Teresa.

"Think and Search"

2. Victor's problem is that he wants to get the attention of Teresa, the girl he likes. He resolves it by pretending to know how to speak French in French class.

"Author and You"

3. No, it was not right, because he really does not speak French.
4. Victor learns several things on his first day of school. He realizes that his friend Michael is changing. He learns that he is nervous around Teresa. At the beginning of the day, he is shy; but, by the end, he is excited about the seventh grade school year.

"On Your Own"

5. Sample answer: Yes, Gary Soto understands teenage life. Teenagers try to seem cool, as when Michael tries scowling or Victor tries to speak French.

Revisit the Reading Focus Questions

6. Answers to Reading Focus questions appear on page 206.

Literary Element

Character Traits

Contrast Have students use the information in the chart to contrast the actions, motives and appearances of the three main characters in "Seventh Grade." ***Ask:*** *How are the differences in the traits of the characters important to the plot of the story?*

Reading Fluency

Paired Reading Literary Element

Character Trait Chart Sample Answers

Victor—*Does:* waits to leave homeroom when Teresa does; pretends to know how to speak French; *Says/Thinks:* "Yeah, that's me."; thinks this will be his lucky year; *Traits:* shy and bold.

Michael—*Does:* shakes Victor's hand *raza*-style; scowls at girls; *Says/Thinks:* "I ain't making a face, *ese*"; *Traits:* funny; cool.

Teresa—*Does:* reads a paperback novel; sits with a girlfriend under a tree; *Says/Thinks:* "I won't be bothering you, will I?"; *Traits:* smart; nice.

Checkpoint Answers

1. You can find out a character's traits in a story by reading what the character does, says, or thinks.
2. Mr. Bueller is understanding.

Bridging Readings 1 and 2

Say: *In our last reading, we read a type of fiction—a short story. "Seventh Grade" was about the experience of friendship and of change. Now we will read an informational text—an interview—about another kind of learning experience. In this reading, an ancient Greek scholar tells how he was able to measure the size of Earth.*

About the Reading

Interpret the image Point to the picture of the man's head at the top of the page. ***Say:*** *This is a statue of an ancient Greek mathematician named Eratosthenes. We will now read a fictional interview with him.*

Build Background

The Alexandrian Library

Tell students that the "books" in the Alexandrian Library were not like books today. The Library housed over 700,000 book made of papyrus (a kind of paper) scrolls. These were rolled like paper towels. Explain that the Library at Alexandria was one of the great treasures of the ancient Mediterranean world. Being its librarian was a great honor.

Vocabulary from the Reading

Use Context Cues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

accurate *(correct, definite, factual, specific, precise)*
curious *(examining, inquisitive, questioning, searching)*
fascinated *(absorbed, attracted, dazzled, hypnotized)*

Have students complete a **Word Web** using the vocabulary words. Have them exchange webs with a partner and discuss them.

Pronunciation Help students with the pronunciation of Greek words and names: Eratosthenes: ehr uh TAHS thuh nees; Archimedes: ark uh MEE dees.

Checkpoint Sample Answers
I am fascinated by whales.
I am curious about whales and want to read a book with accurate information.

Before Reading 2



Eratosthenes

About the Reading

"Seventh Grade" was about a student who learns about friendship at the start of the school year. Now you will read about someone who has a different kind of learning **experience**. In this reading, an ancient Greek scholar named Eratosthenes tells how he used experience to determine the size of the earth.



Build Background

The Alexandrian Library

During the time of Eratosthenes, the Alexandrian Library in Egypt was the center of all learning. Eratosthenes was one of the scholars who worked in the library. Historians guess that the library's collection was more than half a million books at that time. Many years later, the library was burned down.

Look at this **image** of the Alexandrian Library. How are the people using the library? Is this similar to or different from how libraries are used today?

Key Vocabulary
accurate
curious
fascinated

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence. Explain the meaning of the **highlighted** word. Use the context of the sentences to help you.

1. Juan will proofread his report again. He wants to be sure his spelling is **accurate**.
2. Sadiq always asks questions in class. He is a **curious** student.
3. Cassie likes to learn about other cultures. She is **fascinated** by their customs.

Checkpoint
Use two Key Vocabulary words in a sentence about something that interests you.

Vocabulary Log
Workbook page 154
Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students create word cards for the three Key Vocabulary words. Then ask them to find each word in a thesaurus. Ask them to write down synonyms and antonyms for each word on their note cards. Explain that this will help them understand the meaning of the words. Have students keep the note cards handy as they read the selection.

Extension

Expand student understanding of context clues to decode new words. Have them choose an unfamiliar word on page 216 or 217. Have them find the word in a dictionary. Ask them to write a sentence using the word with context clues. Ask students to share their sentences with a partner. Have the partner use the context clues to define the word. (I was fascinated by the web page and lost all track of time.)

Reading Strategy

Ask Questions

Good readers are **curious** about what they read. They ask themselves questions that begin with the words **Who, What, Where, When, Why,** or **How.** Asking questions as you read will help you better understand the text.

1. Read the text about Eratosthenes. Stop reading after Eratosthenes answers each question.
2. What does Eratosthenes' answer make you **curious** about? Ask another question.
3. Look for answers to your questions later in the text.

Text Genre

Informational Text: Interview

An **informational text** gives facts and **examples.** Its purpose is to give the reader information about a topic. The author of this informational text about Eratosthenes decided to use an interview format. An **interview** is a conversation in which one person asks questions and another person answers them.

An interview has the features below.

Interview	
questions	what the interviewer asks
responses	answers to the questions
facts	statements that are true



Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Learning from **Experience**"?
2. What do you think was the author's purpose for writing about Eratosthenes?
3. What do you most want to know about Eratosthenes?

Checkpoint

1. Why is it important to **ask questions** about something you read?
2. What are two features of an **interview**?

Workbook pages 155–156 · Independent Practice CD-ROM/Online

Home Connection

Define and clarify Have students interview family members or friends about childhood memories of libraries. Brainstorm a list of questions they could ask, such as: *How big was your library? When was it open? Did your library have videos? CDs? Computers? Why did you go to the library?* Tell students to take notes so they can write a summary of what they learned. Ask volunteers to share summaries with the class.

Social Studies Connection

Connect with ancient history Have students pretend that they are reporters (people who write the news) at the time of Eratosthenes. Explain to students that reporters need to be curious and ask questions. They also need report facts correctly. Have students think about what they have learned about Eratosthenes and his time period. Have them work with a partner to write questions about Eratosthenes and his times. Remind them of the questions words: *Who, What, When, How, Where,* and *Why.*

Reading Strategy

Ask Questions

Practice Tell students to talk about planning a party. Write the five question words on the board. Have students answer each question with a statement. (Who: I want to invite my classmates; What: we will play pin the tail on the donkey and charades and have cake; When: Tuesday, October 3 at 2 p.m.; Where: 2 Elm St.; Why: it's my birthday!)

Text Genre

Informational Text: Interview

- **Identify features** Explain that an interview is a conversation in which the interviewer asks questions. The person being interviewed gives facts, examples, and opinions in the answers. Remind students that the interview with Eratosthenes is imaginary; it never really took place. However, the information is true. All the facts in Eratosthenes' answers can be proven. Encourage students to look for important information about Eratosthenes and his work.
- **Teacher model** Review with students the difference between a question and an answer. Give examples of asking and answering questions. Have students identify each. ***Say:*** *What is the cafeteria serving for lunch today?* (Question) *Chicken and mashed potatoes.* (Answer) Then, give examples of stating facts and opinions. ***Say:*** *Today is (Monday).* (fact) *I hate Mondays.* (opinion)

Reading Fluency

Choral Reading Text Genre

Reading Focus Questions

Preview Ask a volunteer to read the **Reading Focus Questions** aloud. Ask students to keep the questions in mind as they read.

Reading Focus Question Sample Answers

1. After taking measurements of the earth and sun, Eratosthenes learned the circumference of the earth.
2. The purpose was to share information about Eratosthenes and his work.
3. I most want to know what measurements Eratosthenes took to figure out the circumference of the earth.

Checkpoint Answers

1. It helps you understand the text better.
2. questions, responses, facts

Read the Selection

CD 2, Track 7 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** There will be words in this selection, especially proper nouns, that will be difficult for some students to pronounce. Model their pronunciation, and have students repeat them aloud.
- **Readers theatre** Have students work in pairs. One can ask the questions (Q) and the other can read the answer (A).
- **Interpret the image** Draw students' attention to the map of the ancient world on page 218. Have students study the map of the world that Eratosthenes knew. Ask what parts of the modern world are missing. (Most of Africa and Asia; all of the Americas and Australia)
- **Vocabulary development** Explain that nicknames are informal names, not a person's real name. ***Say:*** *My brother's name is James but we call him "Quick" because he does things quickly.* ***Ask:*** *What other nicknames do you know?* (Allow time for volunteers to explain familiar nicknames.)
- **Writing conventions preview** Point out the places that Eratosthenes mentions in paragraph 2. Tell students that they will learn about capitalizing place names on Workbook page 159.

Reading Fluency

CD Assisted Reading "Eratosthenes," paragraphs 1–6

Reading Strategy

Asking questions is a technique in which the interviewee asks a question that usually begins with the words *Who, What, Where, When, Why,* or *How.* Tell students to use these words to ask themselves questions as they read.

Reading Strategy Sample Answers
I want to know how he felt about his nickname. Did it upset you to be called Beta? No, because we all were focused on learning, not on name-calling. Who called you Pentathlos? My fellow scholars at the Alexandrian Library. Were you ever athletic? As a boy I ran a lot, but now I mostly observe and learn.

Reading 2
Content
Mathematics

ERATOSTHENES

1 **Q:** Where were you born?

2 **A:** I was born in Cyrene, Greece (which is present-day Libya), in 276 BC. Both of my parents were Greek.

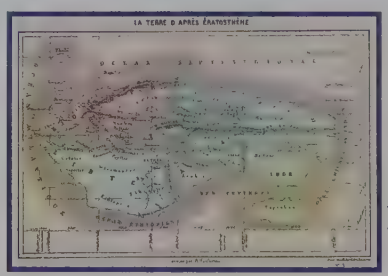
3 **Q:** Did you have any **nicknames** growing up?

4 **A:** I did have one; my friends called me Beta, which is the second letter of the Greek alphabet. They teased me, saying I fell just short of first place (which was occupied by **Archimedes**). Later in my life, I received the nickname Pentathlos. It's funny, because literally this word refers to an athlete who participated in five sporting events, but eventually was used to describe someone who was well rounded, or good at several different things.

Reading Strategy
Ask Questions What other information do you want to know about Eratosthenes' nicknames? Ask him a question about them. How do you think Eratosthenes would answer?

5 **Q:** What was your childhood like?

6 **A:** My parents told me that I had always been a **curious** baby, sticking my hands into new and **foreign** objects, typical baby behavior. But as I grew older, I asked thousands of questions that nobody could answer. I was **fascinated** by the sky, because it was something that I could not reach and touch. I wondered how far away the sun was, what it was made of, where the winds came from, and how the stars moved. When I was about six years old, I began to go to the gymnasium, which is a school. I learned reading, writing, arithmetic, music, and poetry. I was very strong in math, but geography was by far my favorite subject.



The world as known to Eratosthenes, 200 BC

nicknames informal names that are different from people's actual names
Archimedes an ancient Greek mathematician and scholar
foreign unknown

Differentiated Instruction • Reading Comprehension

Scaffolding

There are Greek and Latin words in this reading. Have students label the top of a sheet of paper *Ancient Language Vocabulary.* Have them write down ancient words whenever they encounter them. Have them write a definition using the context clues in the reading. ***Say:*** *So far we have learned several words from ancient Greece: Beta: the second letter of the Greek alphabet; Archimedes: a Greek scientist; Pentathlos: a Greek athlete who participated in five sporting events, or someone who is well rounded; gymnasium: another word for school.*

Extension

Divide students into groups of six. Challenge students to ask questions about life in ancient Egypt, Rome, and Greece. Fill a container with index cards labeled *Who, What, Why, Where, When,* or *How.* Have students choose a card blindly. Then have them ask their group a question beginning with that word. (Who was a curious baby? (Eratosthenes))

7 **Q:** What were the turning points of your life?

8 **A:** Well, I sailed to Athens to study there. Somehow I made myself so known in several fields that **Ptolemy III** of Egypt invited me to Alexandria. There I tutored his son Philopater and became the librarian for the great Alexandrian University. That completely changed my life. It was the most exciting place to be, because it was considered the center of all learning. The library and museum were the best in the world. In the library at Alexandria, there were 700,000 **papyrus scrolls** and 40 librarians.



Library of Alexandria, 300 BC

Reading Strategy

Ask Questions Think of another question to ask Eratosthenes about his work as a librarian. Do research to see if you can find the answer to your question.

9 **Q:** What were your major accomplishments?

10 **A:** I was able to accurately measure the **circumference** of the earth. And I, being the list maker that I am, worked on figuring out the dates of literary and political events, a list called a **chronology.** I wrote some books as well—one on comedy, one on history, and one on the **constellations.**

Reading Check

1. **Recall details** Where did Eratosthenes grow up? What is the name of that country today?
2. **Make inferences** Why was Eratosthenes given the nickname Pentathlos?
3. **Draw conclusions** Did Eratosthenes enjoy being a librarian? Explain.

Ptolemy III an ancient Egyptian ruler
papyrus type of paper invented in ancient Egypt
scrolls pieces of paper rolled into a circular shape
circumference distance around something circular
chronology list of events in the order they happen
constellations groupings of stars that look like objects

Social Studies Connection

Discuss examples The interview mentions Ptolemy III. Share the following background information: *Ptolemy III reigned for 25 years. Egypt grew richer and stronger during that time. He increased the number of books in the Great Library. If someone who visited Egypt had a book the library did not, it was taken from them. Sometimes the owners only got back a copy of the book, sometimes they didn't get the book back at all!*

Challenge students to find more facts about the library of Alexandria, Ptolemy, or ancient Egypt using the Internet and encyclopedias.

Cultural Connection

Connect Tell students ancient Greeks saw their communities as an extended family. They lived close together in their towns. ***Ask:*** *Think about our city. Where is our town center? Do we think of our community as a large family? Do we treat our libraries with respect?* (Possible answers: We don't know everyone in our apartment building. Our libraries are important, but they are not town centers anymore.) Allow students ample time to talk about these ideas and their communities.

Read the Selection

- **Prereading** Tell students that constellations were named by ancient Greeks after gods, goddesses, heroes, and monsters from Greek mythology. People today still refer to constellations by names, such as Hercules and Orion, Andromeda and Casseiopeia.
- **Readers theatre** Have students work in pairs. One can ask the questions (Q) and the other read the answers (A).
- **Interpret the image** ***Say:*** *Look at the image on page 219. What do you think the people are doing?* (reading and thinking) *What are they reading?* (scrolls) *How is this different from what we have in our libraries?* (They read papyrus scrolls; we read books or use computers.)
- **Vocabulary development** Review with students what *accurately* means. (without errors or mistakes, correct) Remind students that words that end in *-ly* describe verbs. They tell how an action happens. These words are called adverbs.

Reading Strategy

Practice the strategy Point out the interviewer's second question on page 219. He asks about Eratosthenes' major accomplishments—that is, more than one accomplishment. Tell students to list the accomplishments Eratosthenes mentions. (accurately measuring the circumference of the earth, figuring out the chronology of events, and writing books)

Reading Strategy Sample Answers
(Question) How did you keep track of so many scrolls?
(Research answer) The librarians at Alexandria likely organized the scrolls by a subject catalog. The main disciplines by which they categorized the scrolls were mathematics, astronomy, geometry, and medicine.

Reading Check Answers
1. on the coast of Africa; Libya
2. because he was a well-rounded person
3. Yes, he enjoyed being a librarian, because the Alexandrian Library was the center of all learning and an exciting place to be.

Read the Selection

- **Readers theatre** Have students work in pairs. One can ask the questions (Q) and the other read the answers (A).
- **Interpret the image** Draw students' attention to the diagram. Ask students to explain how the map and the diagram help to illustrate Eratotheses' calculation of the earth's circumference. (Diagram shows how the sun's rays hit the earth at different angles at different places. The map shows the two places Eratosthenese used to make his measurements.)
- **Vocabulary development** Write the word *arc* on the board. Explain that an arc is a line that curves over the surface of the earth. Arcs are used to measure distances on a circle or sphere. Point out the adverbs and define them. ***Say:*** Essentially *is an adverb which means "just about,"* precisely *is an adverb which means "exactly."*
- **Writing conventions preview** ***Say:*** *The place names and the names of people in this selection are proper nouns. Proper nouns are always capitalized. Some examples from the reading are the Alexandrian Library, Archimedes, Greece, and Eratosthenes. You will learn more about capitalizing place names on Workbook page 159.*

Reading Strategy

Teacher modeling ***Say:*** *A circumference is the distance around a sphere, like the earth. What would I like to know about Eratosthenes' measurements? I would like to know how he multiplied his arcs? I would like to know the distance from Alexandria to Syene. I wonder how he knew the angle of the sun's rays. I think these are good questions to ask Eratosthenes.*

Reading Strategy Sample Answers
Why did you assume the earth was round? Did you observe the well at Syene on June 21 yourself? What was the distance from Syene to Alexandria?

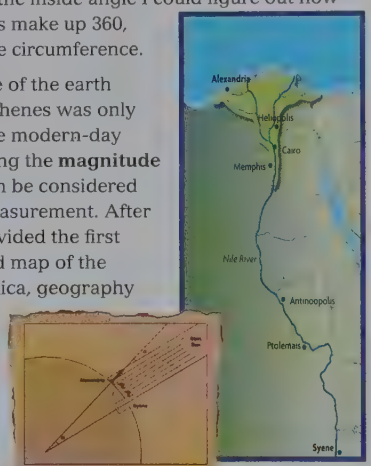
11 **Q:** How did you measure the circumference of the earth?

12 **A:** Well in order to find a circumference, I made two **assumptions:** that the earth was round and that the sun's rays were **essentially** parallel because the sun was so far away. I imagined that a section of the earth ran from Alexandria to Syene, and if I could figure out the distance, and measure the inside of the section they created, I would be able to **calculate** the earth's circumference. I picked Syene because I heard from a **caravan** passing through Alexandria that on the twenty-first day of June at **precisely** midday, the sun would shine directly down a certain well in Syene, lighting up the well but **casting** no shadows on its walls. I supposed the earth was like a giant grapefruit; if I could find the distance of one section of the arc, I could find out how many of these same-size sections it would take to make up the whole grapefruit. Since a circle is made up of 360 degrees, with the inside angle I could figure out how many inside angles make up 360, and then the whole circumference.

Reading Strategy
Ask Questions
Eratosthenes tells how he calculated the circumference of the earth. Ask three questions about the method he used.



13 The circumference of the earth calculated by Eratosthenes was only 200 miles off from the modern-day figure, and considering the **magnitude** of the numbers, it can be considered the first **accurate** measurement. After his discovery, he provided the first mathematically based map of the world. His Geographica, geography book of the world, was finally complete.



Eratosthenes made his calculations based on the distance between Alexandria and Syene.

assumptions beliefs that something is true
essentially just about
calculate figure out using math
caravan group of people making a trip together
precisely exactly
casting throwing
magnitude great size

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Ask students to think about Victor's experiences in "Seventh Grade." Ask them also to think about the experiences of Eratosthenes. ***Say:*** *The first story we read is a short story. It is fiction, and it was written to entertain. The second reading selection is an interview. The interview never really happened, so it is fiction. But the information is factual. It was written to inform.* ***Ask:*** *Did the things in "Seventh Grade" really happen?* (No) *In the interview with Eratosthenes, we learned facts about his life. Did these things really happen?* (Yes) Have students identify the genre features and the purpose of each text.

Extension

Have students work with a Venn diagram. On one side, have students write what they learned from Victor's experiences on his first day at school. On the other side, have them write what they learned about Eratosthenes' life experiences. In the center, have students write experiences that are similar. (going to school, studying math, nicknames)

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What was Eratosthenes' first nickname? What does it mean?
2. **Make connections** What was Eratosthenes like as a child? How are these traits clues to his interests as an adult?
3. **Generalize** What was the city of Alexandria like at the time of Eratosthenes?
4. **Reflect on learning** Eratosthenes compares the earth to a grapefruit. Does the comparison help you to understand his discovery? Why or why not?
5. **Revisit the Reading Focus Questions** Go back to page 217 and discuss the questions.



Spelling

Plural Nouns



Writing Conventions

Capitalization: Place Names



Connect Readings 1 and 2

You have read two readings on the theme "Learning from **Experience.**" Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the genre?	Who is the reading about?	What does the main character learn from his experience?
Seventh Grade			
ERATOSTHENES			

2. With a partner, ask and answer these questions.
   a. What might Eratosthenes say to Victor about studying math?
   b. What kind of teacher do you think Eratosthenes would be? Explain your thinking. Would Victor like Eratosthenes as a teacher? Tell why or why not.
   c. What is one **mental image** you have from "Seventh Grade"? What is one fact you remember from "Eratosthenes"?
3. **Revisit the Chapter Focus Question** What are different kinds of learning experiences? Use **examples** from "Seventh Grade" and "Eratosthenes" to answer this question.

Social Studies Connection

Connect The games that people played in ancient Egypt are very similar to games that we play today. Some of their games had pieces like our checkers or jacks. Have students work in small groups. Ask them to think of another game that might have been played in ancient times. Remind them that the ancient world of Eratosthenes had no rubber balls, no electricity, and no plastic. Have them explain why the game they select could have been played in ancient times.

Math Connection

Define and clarify ***Say:*** *The circumference of the earth at the equator is 24,901.55 miles (40,075.16 kilometers).* Write this number on the board. ***Say:*** *But if you measure the earth from north to south, the circumference is a bit shorter: 24,859.82 miles (40,008 km).* Write this number on the board, also. ***Say:*** *The earth is a little wider than it is tall, making it bigger at the equator (like a grapefruit, Eratosthenes' example!)* ***Ask:*** *How close was Erastothenes' calculation of the circumference of the earth?* (200 miles short)

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. Beta was his first nickname. It is the second letter of the Greek alphabet. He was called that because he always fell short of being first.

"Think and Search"
2. He was curious. He wondered about things in the sky. He asked a lot of questions. His fascination with the earth and sky as a child probably led him to search for answers about them as an adult.

"Author and You"
3. It was an exciting place to be. It was considered the center of all learning. It had a well-known university, library and museum. It attracted scholars from all over the world.

"On Your Own"
4. Yes, you can see that the surface of a grapefruit between two points is round, not flat. You can imagine a ray of sun on a grapefruit.

Revisit the Reading Focus Questions
5. Answers are found on page 217.

Spelling

Plural nouns Students will learn more about how to spell plural nouns on page 158 of the Workbook.

Writing Conventions

Capitalization: Place names Students will learn more about how to capitalize the proper names of places on page 159 of the Workbook.

Connect Readings 1 and 2

Identify the text genres Help students understand the difference between the genres of the two readings ("Seventh Grade" = short story, fiction; "Eratosthenes" = informational text, using facts) and their form (realistic fiction story that has made-up events; an imaginary interview that has accurate information)

Connect Readings 1 and 2 Sample Answers
1. "Seventh Grade"—short story; a boy named Victor; sometimes embarrassing situations turn out okay.
   "Eratosthenes"—Informational text/interview: a Greek mathematician; that it is possible to find the circumference of the earth using the sun.
2. a. Eratosthenes might tell Victor that learning math is important to understanding the world around you.
   b. Eratosthenes would be an interesting teacher because he knew a lot about many different subjects. Victor would like Eratosthenes as a teacher because he would encourage Victor to learn about life outside of the classroom.
   c. Michael scowling; Eratosthenes comparing the earth to a grapefruit.
3. Victor learned that he could make friends with Teresa. Eratosthenes learned how to calculate the circumference of the earth by measuring distances and calculating angles.

Listening and Speaking

Interview a Classmate About a Learning Experience

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Organization and delivery of oral communication** Videotape or tape record students' interviews so that they can evaluate their presentations. Some students may want to speak into a microphone while presenting their interviews.
- **Engage audience with appropriate verbal cues, facial expressions, and gestures** Remind students to make eye contact while asking questions. Tell them to pause and wait for each response. Speaking slowly and clearly will improve the presentation. Model a few question examples so students can hear how the voice goes up at the end of questions in English.
- **Identify topics** Some students may need help selecting an experience to discuss. Suggest the following prompts: the first day of school; learning to like math; something they discovered about themselves.

Reading Fluency

Reading Words in Chunks Listening and Speaking

Phrases for Conversation

Asking for More Information, Explaining the Sequence of Events

- **Teacher modeling** Share with students how statements using transitional words such as *What did you do later?* will allow longer and more detailed answers. Model this technique. ***Ask:*** *What did you do yesterday?* (I went to school.) ***Ask:*** *What did you do later?* (I went home, ate a snack, and surfed the Internet.)
- **Sequence of events** Remind students of the sequence of events chart they filled out at the end of "Seventh Grade." Help them use time order words like *next, then, later, finally,* and *first* to describe the sequence of events in their experiences. Repeat the example above and guide students through the sequence.

  1. First, we went to school. 2. Then we had math class. 3. Next we had English. 4. Then we had lunch.

Listening and Speaking

Interview a Classmate About a Learning Experience

You read an imaginary interview with a Greek mathematician about what he learned from the **experience** of measuring the earth's circumference. Interview a classmate about a learning **experience** he or she once had.

1. Think about an **experience** you learned from. Write notes about the **experience.** Include your recollections, ideas, and observations about the **experience**. Exchange notes with a partner.
2. Prepare for the interview.
   a. Use your partner's notes to prepare interview questions that you will ask. Think of thoughtful questions that will get more information about your partner's **experience.**
   b. Practice the interview with your partner. If you are the interviewer, note other questions you may want to ask. If you are being interviewed, think of how you will answer the questions.
3. Conduct the interview for your class. Then switch roles.
   a. If you are the interviewer, remember to look at your partner as you ask questions. Think of ways to rephrase your questions if your partner does not understand.
   b. If you are being interviewed, listen carefully to each question. Try to express why this was a memorable learning **experience.** Be sure to provide enough context and details about your **experience** without making your answer too long. Speak loudly so that your other classmates can hear you.
   c. Remember that your class is the audience. The purpose is to teach them about your **experience.**
4. Discuss the interview with your classmates. What questions do you have about the **experience**?

Phrases for Conversation

Asking for More Information

What happened?
What did you do?
How did you feel?
Can you tell me more about...?

Explaining the Sequence of Events

At first
Then
Later
Also
Finally



Reading Fluency

Reader's Theatre

You can develop your reading fluency by performing in a Reader's Theatre.

1. Work in groups of four. Your teacher will give you a script with text from "Seventh Grade."
   a. Decide who will play each role: Victor, Teresa, Mr. Bueller, and the narrator.

Differentiated Instruction • Listening and Speaking

Scaffolding

Have students work in groups to brainstorm questions for an interview. Remind students of the question words: *Who, What, When, Where, Why,* and *How.* Ask each group to share a few questions. (What do you really like to do? What do you do for fun? Where did you grow up?) Write these questions on the board. Ask students if they will get good information from the answers to these questions. Remind them to use questions of their own for their individual interviews.

Extension

Provide students with the opportunity to take their interviews home. Tape record the interview in class and then have students share it at home with family members. Have students ask family members to comment on the interview and to offer suggestions. Students may also wish to conduct a second interview with a family member. Possible topics might be their family member's first day at school, the first day at a new job, etc.

b. Highlight your lines in your copy of the script. Mark only the words you will speak.

c. Underline words you will need to act out. These may be words in stage directions or in other students' lines.

2. Read through your part silently.
   a. Use a dictionary to learn how to pronounce words you do not know.
   b. Underline words you must stress.
   c. Think about places where you should pause, such as after important words or phrases. Mark them with slashes: / /.
3. Read through your part aloud.
   a. If you are a character, think about how that character would feel about what is happening in the story.
   b. If you are the narrator, remember to give the characters enough time for their actions.
4. Perform the Reader's Theatre. Speak slowly and clearly. Project your voice so that your classmates can hear you.

Build Your Knowledge

Performing a Reader's Theatre is like performing a play. Review the features of a play on page 76. Why did the authors of "The Diary of Anne Frank" choose drama to tell the story? As you perform the Reader's Theatre, compare how the story is expressed in a play with how it is expressed in a short story. Which form of literature do you think better expresses the plot of "Seventh Grade"?

Vocabulary Development

Greek and Latin Roots

Many English words originate or come from other languages. Many words have Greek or Latin **roots.** A root is the part of a word that gives the word its basic meaning.

Here are some common Greek and Latin roots.

Greek Roots		Latin Roots	
Root	**Meaning of Root**	**Root**	**Meaning of Root**
crac, crat	to rule, govern	civ	citizen
dem	people	cred	to believe, trust
hydro	water	dic, dict	to say, speak
photo	light	gen	race, family, kind
polis	city, state	plur	more
scope	to see	spec, spect	to look at

Look in your social studies, science, and math textbooks. Find five words with these Greek and Latin roots. Use the chart to help you figure out the meaning of each word.

As you read, use your knowledge of word origins and roots to figure out the meaning of words. As you write, be sure to spell roots correctly.

Checkpoint

Use your knowledge of Greek and Latin **roots** to figure out the meaning of **credible.**

Vocabulary Log | Workbook page 160 | Independent Practice CD-ROM/Online

Language Transfer and Interference

Practice intonation patterns Tell students that different languages have different intonation patterns. In English, the voice goes up at the end of a question. Model some questions so they can hear the pitch change. ***Ask:*** *Are those new shoes? Do you like pizza? Is it going to rain?* Then ask students to think of questions to ask a partner. These can be interview questions students have prepared. Students can take this opportunity for a quick rehearsal of their interviews.

Grouping Strategies

Vary group size Some students may be reluctant to present their interviews to the entire class. Allow students to perform their interviews in small groups first. Give students a sample rubric to score the interviewer: 1. Appropriate questions? 2. Interesting…asked for in depth responses? 3. Good pace of speaking/volume? 4. Good eye contact? Tell students that they should use this feedback as they prepare to share with the class.

Unit 4 • Chapter 1 After Readings 1 and 2

Reading Fluency

Readers Theatre

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Script from "Seventh Grade"

Vocabulary Development

Greek and Latin Roots

Instructional Routine for Vocabulary page Txxviii

Teacher Resources: Graphic Organizers: Vocabulary Log

- **Identify common roots and affixes** In school, words with Greek and Latin roots make up a large proportion of the new vocabulary that students encounter, particularly in science, social studies, and math textbooks. Tell students to analyze unfamiliar words and look for roots they know to figure out meaning.
- **Clarify and define** Explain that a root word is like a base, or a starting point. Many English words come from other languages. Many academic words come from ancient Greek. Tell students that this activity will introduce them to some English words with Greek roots.
- **Practice** Use the four-square study strategy to help familiarize students with these words. On one side of a piece of paper or large index card, put the root. Fold the sheet in quarters. On the opposite side, fill in the following in each of the quarters: other words with the root; meaning of the root; picture or symbol; example sentence with the root word used correctly.

Reading Fluency

Repeated Reading Vocabulary Development

Sample Answers:
Greek: *metropolis*—a large city
Greek: *microscope*—an instrument with a lens that gives a clear magnified image
Greek: *photosynthesis*—the process by which green plants make their own food using light
Latin: *generation*—people of the same age group
Latin: *plural*—more than one

Checkpoint Sample Answer:
The root *cred* means *to believe* or *to trust.* The suffix *-ible* sounds like *able.* So *credible* must mean *able to believe* or *able to trust.*

Grammar

Frequently Misused Verbs

Instructional Routine for Grammar
page Txxxii

- **Preteach** Tell students that some verbs sound alike, but have different meanings. Explain that some may even be spelled the same. Tell students that these verbs are *irregular*.
- **Teach** Read the definitions aloud for each frequently misused verb on page 224. After each definition, have a volunteer read the definition again. Remind students that the verbs *to lay, to lie* (as in *to be located*), *to rise, to set*, and *to sit* are all irregular verbs. Tell students that they must memorize irregular verb forms. They do not follow regular rules or patterns. Have them memorize the tenses in the chart on page 224.
- **Practice** Have students work in pairs. Have them copy the sentences on the board from the Practice exercise. Have one student rewrite the sentence using the past participle of the verb, and the other student rewrite it using the present participle. Then have them take turns reading their sentences aloud to each other.
- **Practice** Have students work individually to complete the sentences in Practice the Grammar. Go over the answers with the class and write them on the board. Then have volunteers take turns reading the sentences aloud. For the Use the Grammar Independently exercise, have students work in small groups. Ask them to write a silly story using the verbs. Read them the sample answer for Use Grammar Independently as an example. Then have groups share their story with the class.

Grammar Expansion

Irregular Verbs Students will practice irregular verbs on Workbook page 162

Grammar

Frequently Misused Verbs

Some verbs are often used incorrectly because they have similar meanings and forms. Look at the misused verbs below.

- **to lay:** to put (something) down

  Kendra **lays** her backpack next to her shoes every night.

- **to lie:** to rest oneself in a horizontal position; to be located

  Mark **lies** on the sofa when his back hurts.

- **to lie:** to tell something that is not true

  The children **lied** about the broken lamp.

Verb	Simple Past	Past Participle	Present Participle
to lay (irregular verb)	laid	laid	laying
to lie (irregular verb)	lay	lain	lying
to lie (regular verb)	lied	lied	lying

- **to raise:** to lift (something) up

  Victor **raised** his hand, wanting to impress Teresa.

- **to rise:** to move upward or into an upright position; to get out of bed

  The sun **rises** every morning.

Verb	Simple Past	Past Participle	Present Participle
to raise (irregular verb)	raised	raised	raising
to rise (irregular verb)	rose	risen	rising

Grammar Expansion

Irregular Verbs



Workbook page 163



Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Give students additional practice with frequently misused verbs by making sentence strips. Write sentences with examples of correct and incorrect verb usage on a sheet of paper. Then have students cut out the strips. Have them record the correct verb sentences in their notebooks. Have them correct the incorrectly used verbs and then add those sentences to their notebook lists.

Extension

Have students look through "Seventh Grade" and "Eratosthenes." Challenge them to find an example of a frequently misused verb. (*Victor sat, he raised his eyes*, etc.) Have them copy those sentences, and note the paragraph number where it was found. Then have them work in pairs. Have partners challenge each other by naming the reading selection and the paragraph number. The other student should find the partner's misused verb.

- **to sit:** to bend one's knees and waist in a rested position

  Teresa **sat** a few desks away, no doubt thinking he was a fool.

- **to set:** to put or place (something)

  Dima **set** the money on the table.

Verb	Simple Past	Past Participle	Present Participle
to sit (irregular verb)	**sat**	**sat**	**sitting**
to set (irregular verb)	**set**	**set**	**setting**

Practice the Grammar Choose the correct form of the verb for each sentence.

1. The balloon (raised / rose) into the sky.
2. My dog (laid / lay / lied) on the cool grass.
3. Berta is (sitting / setting) next to Simon.
4. Mrs. Flores has (laid / lain / lied) the tablecloth on the table.
5. Tom (sat / set) his laptop computer on the chair.
6. When he heard the loud noise, Luis (raised / rose) his head.
7. Cindy isn't (laying / lying) about washing the dishes.

Use the Grammar Independently Use these frequently misused verbs to write a story. Use each verb at least once. Share your story with a partner. Then have your partner identify each frequently misused verb in your story, give its definition, and say a sentence with it.

Grammar Expansion

More Irregular Verbs

Workbook page 163 — Independent Practice CD-ROM/Online

Checkpoint

1. Define the verbs **lay** and **lie**.
2. Define the verbs **raise** and **rise**.
3. Define the verbs **sit** and **set**.

Workbook pages 161–162 — Independent Practice CD-ROM/Online

Language Transfer and Interference

Distinguish between minimal pairs Some students will have trouble distinguishing the difference in the sounds of some of these verbs. Write the three pairs of verbs (*lay/lie, raise/rise, sit/set*) on the board. Have students echo read them several times. Then have them repeat some other word pairs to listen for and pronounce the sounds correctly. ***Say:*** *Repeat these pairs after me: tin / ten; pin / pen; sill / sell; bat / bit; fat / fit; hat / hit; tail / tile; pail / pile; fail / file.*

Writing Strategies

Correctly use irregular verbs Provide students with more practice using frequently misused verbs. Have them work in pairs and exchange the interviews they wrote. Ask them to look for any of the commonly misused verbs in their partner's interview. If they do not find any, have them work with their partner and add at least two sentences with frequently misused verbs. Provide a few examples: *Sitting through this lesson was a learning experience for me. I set my essay down on the desk and sat down. I rise early in the morning. My grandfather raises pigeons.*

Grammar (cont.)

Frequently Misused Verbs

- **Apply** Write the following sentences on the board. Have students use context clues to define each verb:
  1. Joan never lies to her Grandma.
  2. Eric lies down for a nap every afternoon.
  3. Victor lays his book on the table.
  4. The farmer raises chickens.
  5. The sun rises at 6 a.m.
- **Extend** Write the following sentences on the board. Have students work in pairs to choose the correct answer in parentheses.
  1. I am (sitting / **setting**) the table.
  2. She (**sat** / set) down and cried.
  3. The hen (**laid** / lied) an egg.
  4. She is (laying / **lying**) to me.
  5. We (lied / **lay**) on the beach for hours.
  6. He (**lays** / lies) his books on the table.
  7. She is (rising / **raising**) three children.
  8. He (rose / **raised**) the window.
  9. They have (**raised** / risen) a crop of wheat.
  10. The moon is (raising / **rising**) in the east.

  Go over the answers with the class, and answer any question students may have.

Practice the Grammar Answers

1. rose
2. lay / lied
3. sitting
4. laid
5. set
6. raised / rose
7. lying

Use the Grammar Answers

I set the table, and then I sat down. I was tired. I could not even raise my head.
The doorbell rang. I had to rise. When my friends came in, I lay down and cried. I lied, "Was the dinner for tonight?"

Grammar Expansion

More Irregular Verbs Students will practice more irregular verbs on Workbook page 163

Checkpoint Answers

1. • **to lay:** to put (something) down
   • **to lie:** to rest in a horizontal position; to be located
   • **to lie:** to tell something that is not true
2. • **to raise:** to lift (something) up
   • **to rise:** to move upward or into an upright position; to get out of bed
3. • **to sit:** to rest one's bottom on something
   • **to set:** to put (something) down

Writing Assignment

Write an I-Search Paper about a Cultural Tradition

Instructional Routine for Writing
page Txxxvi

Teacher Resources: Graphic Organizers: KWL Chart

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook: pp. 409–449

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing, if possible.
- **Grammar review** Write these commonly misused verbs on the board: *lay, lie, raise, rise, sit, set.* Ask students to try to use at least one of these verbs in their papers.

Writing Prompt

Interpret the writing prompt Read the writing prompt to students. Explain to students that an I-Search paper is a research report on a topic that interests them personally. Tell students that the paper is personal, so they can write it in the first person, using *I* to describe their experiences. Stress that *how* they gather the information and *what they learned* are the two most important things in this assignment.

Write Your I-Search Paper

- **Build background** ***Say:*** *In Chinese astrology each of the 12 signs is an animal. These animals stand for types of personalities. The twelve signs of the Chinese zodiac are: the Rat, the Ox, the Tiger, the Rabbit, the Dragon, the Snake, the Horse, the Sheep, the Monkey, the Rooster, the Dog, and the Boar.*
- **Read the student model aloud** Have one student read the passage aloud while the other students "radio read," listening for the message without following in their texts. Then have another student read it again, this time with the class following along in their texts.
- **Select a topic** Have students brainstorm a list of cultural traditions, and write them on the board. This may include holidays in the U.S. and other countries, such as Thanksgiving, Independence Day, Cinco de Mayo (Mexico), Chinese New Year. It may include cultural traditions, such as holiday foods or songs. Encourage students from other cultures to describe some of the traditions in their home countries.

Reading Fluency

Echo Reading Student Model

Writing Assignment

Write an I-Search Paper About a Cultural Tradition

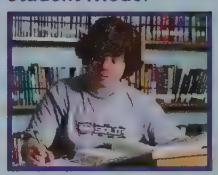
Writing Prompt

Research a cultural tradition that interests you and write an I-Search paper about it. An I-Search paper tells *how* the writer gathered information about a topic and *what* the writer learned about the topic. Use correct verbs and verb forms.

Write Your I-Search Paper

1. **Read the student model.** It will help you understand how to begin writing your paper.

Student Model



Chinese Birthday Traditions

1. What I Know
   I first learned about Chinese birthday traditions from my neighbor. She told me how she celebrated her birthday in China.
2. What I Want to Find Out
   My main goal is to understand Chinese birthday traditions. I also want to know why the Chinese zodiac is important in birth dates.
3. The Search
   I asked my neighbor for some books to read. She told me about a book on Chinese zodiac symbols. I found the book at the library.
4. What I Learned
   I learned that followers of the zodiac take birthdays very seriously.

Build Your Knowledge

Reference books, such as encyclopedias and almanacs, are organized so the user can find specific information quickly and easily. As you research your tradition, use the organizational features of a reference book, such as the table of contents, preface, index, and appendix, to locate the information you need.

See pages 438–439 for more information on reference materials, their organization, and how to use them.

Workbook
page 165

Differentiated Instruction • Writing Assignment

Scaffolding

Some students may have difficulty organizing this activity. Have them use a Cluster Map. In the center of the map, have them write the tradition that interests them. In the surrounding circles, have them write facts that describe this tradition. Remind students that since this is an I-Search paper, they can also write sentences including personal opinions about the tradition.

Extension

You may want to set different criteria for students of varying abilities. For some students, you can require two sources, one of which can be themselves if they use prior knowledge of a tradition they know well. For more advanced students, you may require at least three sources (personal interview, Internet, encyclopedia, books, magazines). Have these students write a bibliography at the end of their papers.

2. **Choose a cultural tradition.** The tradition can be from your culture or another culture.
3. **Research.** Use reference books, such as encyclopedias, to find information on your tradition. Look for books or magazines using the card catalog at the library. You can also use online information. Interview people who know about the tradition. Focus your research on a central question about the culture. Take thorough notes about the tradition.
4. **Write your paper.** Organize it in four parts.
   a. What you know about the tradition
   b. What you want to learn
   c. How you went about your search
   d. What you learned about the tradition

   Give credit to your sources. Quote or paraphrase your information sources. Cite your sources appropriately.
5. **Revise.** Read over your paper. Add facts and details to add focus. Try to make your writing more interesting.

   Use the **editing and proofreading symbols** on page 435 to mark any changes you want to make.
6. **Edit.** Check your paper for sentence structure, grammar, usage, and spelling. Use the **Writing Checklist** to help you.
7. **Read your paper to your classmates.** Were they interested in the tradition? Did anyone know more about your topic?

Writing Checklist

1. My paper is in four parts.
2. I gave credit to my sources.
3. The language and tone are appropriate for my audience.
4. I used correct verbs and verb forms.

Writing Suggestion

To add variety to the words you use in a paper, use a thesaurus to look for synonyms. When you type your paper with a word processing program, use the program's built-in thesaurus to help you find synonyms.

Writing Support

Punctuation

Quotation Marks

Use quotation marks to enclose a person's exact words.

I asked Mrs. Chan, "Do you eat anything special on your birthday?"

Use a comma before a quotation. The first word in a quotation is usually capitalized.

She answered, "We eat a whole boiled egg in a bowl of noodle soup."

When you do not use a person's exact words, do not use quotation marks.

She told me that the egg stands for birth, and the noodles, for long life.

Apply Check if you used quotation marks correctly in your paper.

Workbook pages 166–168
Independent Practice CD-ROM/Online

Arts Connection

Connect Ask students to include visual images of the traditions they are researching. Students can illustrate their I-Search paper themselves or obtain images from magazines or the Internet. Ask students to think carefully about where they should place the images in their papers. Have them include a caption for each image. When students have completed their papers, display them around the classroom, and encourage classmates to give each other feedback.

Cultural Connection

Relate to personal experience Discuss with students which tradition they would like to celebrate in class. Divide the class into teams, each responsible for an aspect of the celebration, such as costumes, classroom decorations, or games. Encourage students familiar with the celebration to bring in photos of it. Set a date—and then celebrate!

Writing Assignment (cont.)

Choose a cultural tradition

Select a focus Have students choose a cultural tradition based on the purpose, audience, length, and format of their I-Search paper. ***Ask:*** *Why do you want to write about the tradition? For whom are you writing it? How long does the paper need to be? What does the paper have to look like?*

Research

Consider sources Ask students to make a list of "experts" on the traditions they have chosen. Remind them to write down the source of each bit of information.

Write your paper

Graphic organizer Have students use a **KWL Chart** to help them organize the questions they will answer. Remind them to pose questions about what they want to learn with the words *what, who, when, when, why,* and *how.*

Revise

Practice using symbols Demonstrate the use of editing and proofreading symbols on the board by writing several sentences with errors. Have volunteers come to the board and use the correct symbols to make corrections.

Edit

Sentence structure Tell students to use complete sentences in their writing. Remind them that it is acceptable for them to use the first-person pronoun *I.*

Read your paper to your classmates

Pacing and tone Remind students to read their papers out loud slowly, clearly, and with appropriate intonation.

Writing Checklist

Have four students read each of the four points in the checklist aloud to the class. Discuss how we use different language and tone for different audiences. ***Ask:*** *Who is the audience for your paper? Would you use a different tone if you were writing for five-year-olds?*

Writing Support

Punctuation: Quotation marks Copy an article (or interview) from a magazine or newspaper and put it on an overhead. Review with students why quotation marks are or are not used in various statements.

Unit 4 • Chapter 1
Check Your Progress

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check

Progress Check Answers

Vocabulary From the Readings:
blush: to turn red with embarrassment; *experience:* a situation you live through and learn from; *foolish:* silly; lacking good sense; *linger:* to stay, as if not wanting to go; *scowl:* to look angry by wrinkling your forehead; *accurate:* exact, correct; *curious:* interested in knowing about something; *fascinated:* interested

Academic Vocabulary
create: to make or produce; *mental:* occurring in the mind; *image:* a picture; *example:* a model that represents a general idea; *opinion:* a personal belief

Reading Strategies
To **create mental images** is to picture how characters look, act, think, and feel in order to think deeply about the subject of a reading and get more information.

Text Genres
"Seventh Grade" is a short story; "Eratosthenes" is an informational interview.

Reading Comprehension
"Seventh Grade" is about the experiences a boy has on his first day of school; "Eratosthenes" is about the experiences of an ancient Greek mathematician in determining the circumference of the earth.

Spelling
cities, toys, potatoes, ratios

Writing Conventions
Answers will vary. Names of towns and rivers should be capitalized.

Literary Element
Character traits are the qualities that a character has. You determine a character's traits by what the character does, says, or thinks in a story.

Listening and Speaking
Phrases for Conversation:
What happened? What did you do? How did you feel? Can you tell me more about...?
"At first", "Then", "Later", "Also", "Finally".

Vocabulary Development:
the part of a word that gives the word its basic meaning; *democracy* (demo = people); *dictionary* (dict = to say, speak).

Grammar
lay: to put something down; laid, laid, laying
lie: to rest oneself in a horizontal position; to be located; lay, lain, lying
lie: to tell something that is not true; lied, lied, lying
raise: to lift something up; raised, raised, raising
rise: to move upward or into an upright position; to get out of bed; rose, risen, rising
sit: to bend one's knees and waist in a rested position; sat, sat, sitting
set: to put or place something: set, set, setting

Writing Support: Punctuation
when you are repeating a person's exact words.

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **blush, experience, foolish, linger, scowl**	204
	• **accurate, curious, fascinated**	216
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **create, mental, image**	205
	• **example, opinion**	214
Reading Strategies	What does it mean to **create mental images**?	205
	Why is it important to ask questions about a reading?	217
Text Genres	What is the text genre of "Seventh Grade"?	206
	What is the text genre of "Eratosthenes"?	217
Reading Comprehension	What is "Seventh Grade" about?	215
	What is "Eratosthenes" about?	221
Spelling	Write the plural forms of these verbs: city, toy, potato, ratio	221
Writing Conventions	What is the name of the town where you go to school?	221
	What is the closest river to where you live?	
Literary Element	What are **character traits**? How can you determine character traits in a story?	215
Listening and Speaking	**Phrases for Conversation**	222
	What questions can you ask to get more information?	
	What words help to explain a sequence of events?	
Vocabulary Development	What is a word **root**? Give an **example** of a word with a Greek **root**. Give an **example** of a word with a Latin **root**.	223
Grammar	What are the meanings and forms of the verbs lay, lie, raise, rise, sit, and set?	224–225
Writing Support: Punctuation	When do you use quotation marks in writing?	227

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Learning from Others

1 Last year, Nam was a mean boy. When other children played soccer, Nam took the ball. When they asked for the ball, he said, "No! It's my ball now!" He did mean things, and he never helped others.

2 In the summer, Nam took a Spanish class. On the first day, his teacher asked, "What's your name?" in Spanish. Nam answered, "No." The class laughed, and Nam blushed. Later, one of his classmates told Nam that she spoke some Spanish. The girl said she could help Nam. With the girl's help, Nam did well in the class. Nam learned something from this experience.

3 Now, Nam is different. He helps others. He doesn't say mean things. And he has lots of friends.

1 **Read the following question.**

> The class laughed, and Nam blushed.

What does the word blushed mean in this sentence?

- **A** laughed
- **B** turned red
- **C** learned
- **D** left the room

2 **What is a question you can ask and answer about paragraph 3?**

- **A** Why was Nam mean?
- **B** How did the girl help Nam?
- **C** Where did Nam take the Spanish class?
- **D** How is Nam different now?

3 **What is one of Nam's character traits at the end of the story?**

- **A** mean
- **B** curious
- **C** kind
- **D** afraid

4 **What is the text genre of this passage?**

- **A** a short story
- **B** a play
- **C** an folktale
- **D** an informational text

Writing on Demand: Descriptive Paragraph

Write a paragraph to describe an interesting person you know at school. Describe how he or she looks and acts. Tell about his or her character traits. Tell how he or she feels and makes others feel. **(20 minutes)**

Writing Tip
Remember to use strong nouns and verbs that tell exactly what you mean. Also use adjectives that help the reader imagine the person.

Study Skills

Test-Taking Strategy Some students will need help preparing for a test. A few days before a test, encourage students to rewrite their notes at home. As they copy their notes, students should say key vocabulary and other important words out loud. This reinforces the information and allows students to process it both visually and aurally. Encourage students to review glossaries to be sure they understand what each vocabulary word means. Encourage students to review their recopied notes in the days leading up to the test. Reviewing, writing, and reading aloud from their notes will make it easier for students to remember the information.

Unit 4 • Chapter 1 Check Your Progress

- **Assessment Program:** Unit 4, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 4, Chapter 1 Quiz
- **Milestones Tracker:** Unit 4, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies
Tell students that if a question asks to locate a particular line of text they should circle the line number in the question and in the paragraph so that they can refer to them more easily.

Reading Fluency

Use Punctuation and Type Cues "Learning from Others," paragraphs 1–3

Answers
1. B
2. D
3. C
4. A

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write, 5 minutes to revise and edit
- **Interpret the writing prompt** Remind students to look for the important words in the writing prompt. ***Ask:*** *Which words give you clues about the subject? (interesting person, character traits, how she or feels and makes others feel.)*
- **Organize quickly** Tell students they need to organize their ideas. Lists and outlines are helpful for organizing writing.
- **Revise** Remind students to read and revise their writing. ***Say:*** *Reread your draft. Circle or underline parts that do not make sense or that you need to add to.*
- **Edit** ***Ask:*** *Did you use adjectives to describe your person?* ***Ask:*** *Did you use sensory details? Does your essay have a beginning, a middle, and an end?*

  Remind students to use the editing and proofreading symbols they have learned to mark their corrections.

Objectives

Reading Strategies ***Say:*** *When you visualize a location, you create a mental image of a place.* For example, *I'm thinking about a city park. I walk in the gate and pass a popcorn stand. I see a row of wooden benches. I smell the popcorn. There is a rose garden behind the benches. I see a man selling big red and yellow balloons.*

Listening and Speaking
Say: *A* journey *is a long trip. A lot of things usually happen when you make a journey somewhere. Think of a journey you made recently.* ***Ask:*** *What happened to you along the way?*

Grammar Preview
Write on the board: *I am talking to you.* ***Say:*** *The word* talking *is a participle, a verb form. We'll learn more about participles and participle phrases later in this chapter.*

Academic Vocabulary
Write the following words on the board: *visualize, location, interpret.* Ask volunteers to guess what they mean.

Informal Pre-Assessment
Ask: *Is this statement true or false?*
Say: *To* visualize a location *is to see a place in your mind.* (true)

Formal Pre-Assessment
Select items from **Assessment Program** or **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preview Students will answer the **Chapter Focus Question** after they finish the two readings.

About the Reading

- **Preteach vocabulary** ***Say:*** *An* explorer *is someone who finds and learns about new places. The explorer you will read about, Ferdinand Magellan, traveled completely around the Earth. He saw many places, people, and things.*
- **Interpret the image:** Draw students' attention to the image of Magellan. ***Ask:*** *What is Magellan holding?* (a map) *Why is a map a good symbol for Magellan?* (He was an explorer of new places.)

CHAPTER 2

Objectives

Reading Strategies
Visualize location; Visualize movement

Listening and Speaking
Tell a story about a journey

Grammar
Use participles and participial phrases

Writing
Write a narrative account of a day at sea

Academic Vocabulary

visualize | interpret
location

Academic Content

Magellan's explorations
Map of the world
Native American myths

Chapter Focus Question

How do new experiences help us to gain knowledge about ourselves and our environment?

Reading 1 **Content:** Social Studies / Geography
Informational text (excerpt)
Magellan's Remarkable Voyage

Reading 2 **Literature**
Myth
COYOTE FLIES WITH THE GEESE
by Jane Louise Curry

Magellan's Remarkable Voyage

About the Reading

You are going to read an informational text about Ferdinand Magellan, an early Portuguese explorer. His three-year journey led to an important discovery about the world.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

As a class, have students brainstorm and share what they know about the early European settlers of the Americas. Create a list on the board of some of the challenges they faced. *(hunger, bad weather, disease)* Remind students that some Native Americans helped the settlers. Have students draw images of the settlers and/or of Native Americans. Make sure that they write captions for their pictures.

Extension

Call students up to the board to create a list of possessions that are important to them. Some examples may be: phone, clothes, books, toys, computers, games, TV, etc. Then, tell them they are "packing up"—preparing to leave—for a long trip on a boat. Allow them to pick three items to take with them on the journey. Once they have chosen their items, have them defend their choices. Have them say why each item is needed, and what purpose it will serve. (*I need my new coat to stay warm. I need my phone to call my mother. I need my computer to write about my experiences.*)

Before Reading 1

Build Background

The Age of Discovery



Beginning in the early 1400s, Portugal, and later, Spain, began to explore new lands. This period in history is called The Age of Discovery. Before that time, Europe, Asia, and Africa were the only continents Europeans knew existed.

Some explorers were looking for a sea route to India and the Far East, where they traded European goods for spices and other valuable items from Asia.

Christopher Columbus thought he could reach Asia by sailing west. In 1492, he sailed west from Spain and reached land. He believed he had found the western route to Asia.

Vasco da Gama sailed east from Portugal. He went around the southern tip of Africa and reached India in 1498. He was the first person to find an eastern sea route to Asia.

In 1513, Vasco Núñez de Balboa discovered the Pacific Ocean on the west side of Panama. He named it the "South Sea." His discovery proved that the land Columbus reached in 1492 wasn't Asia because Asia didn't have a large ocean on its west side. This was a new land—the Americas.

As you read "Magellan's Remarkable Voyage," think about how these explorers' discoveries affected Magellan's plans.

Use Prior Knowledge

Relate to Personal Experience

The early explorers traveled to unfamiliar places, or places they didn't know. They used knowledge they already had, which was often from the discoveries of other explorers, to help them explore unfamiliar places.

Think of a time when you explored an unfamiliar place, such as a new neighborhood or a new school. How did you use the knowledge you already had, or your prior knowledge, to help you as you explored? Share your experience with a partner.



Listening and Speaking Strategies

Formal Debate As an extension to the "packing up" activity, conduct a mini-survey to find the five most popular items to take on the journey. Write the results on the board. Then have students work in small groups to debate the importance of the items chosen. Ask them to vote on the three most important items. Take another tally, write the results on the board, and discuss these as a class.

Social Studies Connection

Map Skills Display a map of the world. Ask a student to point to Europe, Asia, and Africa. Explain that Europeans only knew of three continents before 1500. They did not know about the Americas or Australia. Give students the opportunity to trace the journey from Portugal and Spain to America. Ask them to show how a ship might get around the Americas to reach the Pacific. (under South America, over North America) Have students identify various sea routes early explorers may have sailed. Remind students that ships sailed slowly—it might take years to go all the way to Asia and back.

Build Background

The Age of Discovery

Teacher Resources: Graphic Organizers: KWL Chart

- **Interpret the image** Have students look at the map of the world on page 231. Have them locate Portugal, Spain, the tip of Africa, the Atlantic and Pacific Oceans, and Panama. Ask volunteers to name two oceans; two countries; two continents. (Atlantic and Pacific); (Portugal and Spain); (Asia and Africa)
- **Graphic organizer** Have students use a **KWL Chart**. Have them write what they know about the journeys of the early explorers of the Americas. Have them pick one explorer to study. Give students a few minutes to complete the first two columns.
- **Relate to prior readings** Remind students that Eratosthenes believed the world was round. During the age of discovery, explorers proved that he was correct. Ask students the difference between a fact and an opinion. (A fact is a true thing you can prove; an opinion is a personal idea.) Eratosthenes had an opinion. Explorers proved it was a fact.

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Relate to Personal Experience

Relate recollections Have students work in pairs. Have them take turns describing an exploration they have made in their neighborhood or community. (Sample answer: *I explored the park with my brother and we found a new place to play baseball.)*

Vocabulary from the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

demonstrate *(authenticate, establish, indicate, manifest)*
emerge *(appear, arise, develop, emanate)*
impress *(affect, enthuse, excite, stimulate)*
proof *(argument, authentication, confirmation, testimony, validation)*
voyage *(journey, excursion, travel, trek)*

Have students use a **Word Web** to map out the new vocabulary words. Have them write a vocabulary word in the center circle with definitions or synonyms in the other circles.

- **Vocabulary development** ***Say:*** *Remember to use context clues—the words before and after a new word—to help you figure out its meaning. If context clues are not helping, use the dictionary.* Ask students to explain how context clues helped them understand the meaning of the highlighted word in each sentence.
- **Use note cards to remember meaning** Have students to write each of the five Key Vocabulary words on a note card. ***Say:*** *As we read, write the definition of each vocabulary word on a notecard. In the upper corner, write a "C" if you figured out the meaning using context clues or a "D" if you used the dictionary.*

Practice Vocabulary Sample Answers

ship—voyage—You need a ship to travel on a voyage.
award—impress—Sometimes you get an award when you impress someone by something you did.
truth—proof—You need proof about an event to understand the truth behind it.
cave—emerge—If you enter a cave, eventually you must emerge from it.

Use Vocabulary Sample Answer

Once I tried to impress my classmates in my P.E. class. The teacher asked for a volunteer to demonstrate how to bump a volleyball, so I volunteered. But when I tried to bump the ball, I hit it so hard that it flew backwards across the yard. My friends joked that the volleyball made a voyage around the earth, just like Magellan.

Checkpoint Sample Answer

impress means to make others think you do something well; *demonstrate* means to show something; *voyage* means a long trip

Before Reading 1

Key Vocabulary
demonstrate
emerge
impress
proof
voyage

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to figure out the meaning of the word.

1. Al doesn't know how to use his new digital camera. He asked me to **demonstrate** to him how it works.
2. The fire fighter's clothes were covered in a black powder. He had just **emerged** from a burning building.
3. Alba won first prize in the science contest. She **impressed** her classmates with her knowledge.
4. I found **proof** that my dog ate my ice cream. He had ice cream on his mouth.
5. Amelio's great-grandmother came to the United States from Italy. The **voyage** took 14 days by boat.

Practice Vocabulary Copy the chart. Read each word. Write the Key Vocabulary word that the word makes you think of. Then explain the connection between the two words.

Word	Key Vocabulary Word	Explanation
audience	demonstrate	When you demonstrate something, there is an audience who is watching.
ship		
award		
truth		
cave		

Checkpoint
Read your sentences to a partner. Ask your partner to explain the meaning of the Key Vocabulary words you used.

Use Vocabulary Independently Use three or four Key Vocabulary words to write sentences about a funny experience at school or at home. The experience can be real or imaginary.

Vocabulary Log | Workbook page 169 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students group the five Key Vocabulary words in various ways. Some ways the words could be sorted: syllables, parts of speech, alphabetical order. ***Ask:*** *Which words are nouns?* (voyage, proof) *Which words are verbs?* (demonstrate, emerge, impress) *Which have two syllables?* (emerge, impress, voyage) *Which has one syllable?* (proof) *How many syllables does* demonstrate *have?* (three)

Extension

Have students work in pairs to create a crossword puzzle or a word search using the Key Vocabulary words. They can use graph paper or generate the puzzles online using a puzzle generator. For the crossword puzzle, have students use definitions as clues. For the word search, have students create a list of synonyms for the key words. These will serve as "hints" to remind the students of the words that are hidden in the word search. Have pairs exchange puzzles and solve them.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
visualize *verb*	to create a picture in your mind	Pedro **visualizes** a day on a warm, sunny beach.	
location *noun*	the place where something is or where something happens	The police officer points to the **location** of the car accident.	

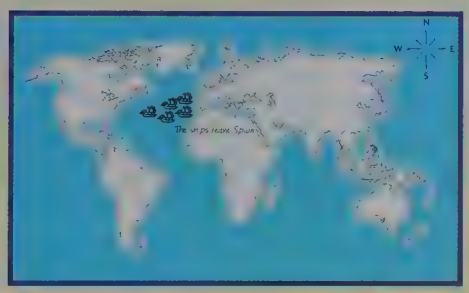
Draw a picture and write a sentence for each word.

Reading Strategy

Visualize Location

Visualizing a **location** helps you to picture in your mind where something is or where something takes place. It helps you to understand **location order.** A reading that uses **location** order tells about events in one **location** first, and then another **location** second, and so on.

1. As you read, try to **visualize** the movement of the ships from one **location** to the next. Look for details in the reading that will help you to follow the ships on their journey.
2. Your teacher will give you a map like the one shown here. Include a drawing and caption to show where the ships begin the journey. Add more pictures and captions as you read. You will complete the map after you read.



Checkpoint

1. Give an example of **visualizing.**
2. Where did you go yesterday? Name five different **locations** using **location** order.

Vocabulary Log | Workbook page 170 | Independent Practice CD-ROM/Online

Social Studies Connection

Map Skills Have students work in pairs. Refer students to the maps on pages 231 and 233. Have them draw a rough copy of the continents. Invite them to trace the routes of Vasco Da Gama and Columbus on their maps. Encourage them to include map details, such as the names of oceans and countries. Have them add titles to their maps. Display the maps around the classroom.

Language Transfer and Interference

Root words Spanish speakers can sometimes guess the meaning of English words since there are so many cognates. These words often share Latin roots. Speakers of Hmong, Vietnamese, Cantonese and Korean may need further explanation of root words since their languages are not related to Latin. Have students use a dictionary to look up words to discover their roots, and write them down in a notebook.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

visualize *(anticipate, divine, envision, foresee)*
location *(distance, position, expanse, site, premises)*

Have students complete a **Word Square** using the vocabulary words.

- **Read aloud** Have two volunteers read the two sample sentences in the vocabulary chart on page 233 aloud.
- **Teach related words** Share the following words with students: *visual, visualization, visually, locate, relocate, relocation.* Ask students to identify the prefix *re-* in this group of words. Ask what meaning it gives the root words. *(to do again)*

Reading Strategy

Visualize Location

- **Preteach** ***Say:*** *Remember that* visualizing *means creating a picture in your mind. A* location *is a place where something is or where something happens. To visualize location means to picture a place in your mind.* ***Ask:*** *What is an example of a location in school?* (cafeteria, library, science lab) *What do you see, hear, smell, and touch there?*
- **Reading informational text: Location order** Remind students that informational text is nonfiction (true) and gives facts and examples about a topic. Sometimes informational text is presented in location order, starting at one place, then moving to another, and finally to a last location.

Reading Fluency

Repeated Reading Reading Strategy

Checkpoint Sample Answers

1. I can visualize myself sitting on a warm sandy beach. I can hear and smell the ocean. It's hot.
2. Yesterday I went shopping. First, I went to the drugstore. Then, I dropped off dry cleaning. The third place I went was to the bank. Next, I ran to the post office. Finally, I stopped at the grocery store.

Text Genre

Informational Text

Clarify text features Display examples of primary source documents and visuals, such as quotes in a news article, photographs, a diary. Display and discuss these examples. Then call students' attention to the maps on the previous pages. Have students flip through the next few pages, paying attention to the many graphics and captions. ***Say:*** *Who can find a graphic on page 235?* (painting of Magellan) *What is the caption on page 235?* (Ferdinand Magellan's **voyage** changed people's understanding of the world.)

Reading Focus Questions

Preview Ask a volunteer to read the **Reading Focus Questions** aloud. Ask students to keep the questions in mind as they read the selection. ***Ask:*** *Why are the discoveries of early explorers' important to people today?* (They brought people together, increased knowledge, and proved the world was round.)

Reading Focus Sample Answers

1. Magellan and his crew learn very important things from their experience of travelling around the world. They learn that the world isn't flat; it's round. They are now sure that the New Land isn't part of Asia: it's a different continent.
2. The author's purpose was to inform us about the important discovery Magellan made.
3. He made an amazing discovery. Also, the crew was able to complete a very difficult journey.

Checkpoint Sample Answers

Graphics—visual features, such as drawings, photographs, and maps, that help the reader understand the text; captions—short explanations of graphics that are written above, below, or next to the graphics.

Before Reading 1

Text Genre

Informational Text

"Magellan's Remarkable **Voyage**" is an **informational text.** An informational text is nonfiction writing that gives facts and examples. The author writes the text to give the reader information about a topic. Sometimes the author of an informational text presents the information in **location** order.

An informational text has these features. Look for these features as you read "Magellan's Remarkable **Voyage.**"

Informational Text	
graphics	visual features, such as drawings, photographs, and maps, that help the reader understand the text
captions	short explanations of graphics that are written above, below, or next to the graphics
primary source documents or visuals	text or graphics, exactly as they appear in their original source

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Learning from Experience"?
2. What do you think was the author's purpose for writing about Magellan's **voyage**?
3. Why was Magellan's **voyage** so remarkable?

Checkpoint

Describe two features of an **informational text.**

Workbook page 171
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Have students read "The Age of Discovery" on page 231. This short passage is an example of informational text. Read and discuss it as a class. Have students work in pairs to identify the graphic. (world map) Have them find five facts in the reading and copy them onto a piece of paper. Have partners pair/share their facts.

Extension

List the following facts on the board:

1. Christopher Columbus was born in Genoa, Italy.
2. Columbus's goal was to find a short way to get to Asia by ship.
3. He had three ships: the *Santa Maria*, the *Pinta* and the *Nina.*

Have students write three similar facts about Magellan. (*was sponsored by Spain, wanted to get to India, his ship went around the world*)

Reading 1

Content
Social Studies/ Geography

Magellan's Remarkable Voyage

1 In 1498 Vasco da Gama had sailed around Africa to reach India. Thereafter Portuguese **trading ships** made the **voyage** regularly to India and the Spice Islands beyond. A captain on one of these ships was Ferdinand Magellan.

2 Balboa's report of another ocean excited Magellan. Perhaps Columbus was right. Perhaps one could reach the Indies by sailing west. If so, the journey might be shorter than sailing east around Africa. First, though, it would be necessary to find a water passage through or around the Americas. Magellan thought he would find it by sailing south. After all, that was the way the Portuguese had **rounded** Africa.

3 The king of Portugal had doubts about Magellan, however, and told Magellan that he was free to offer his services elsewhere. Magellan next went to Spain. **Impressed** by Magellan's **proposal**, the king of Spain agreed to **sponsor** him.

Reading Strategy

Visualize Location
Visualize the route to India that Magellan plans to take. Use your finger to show (in the air or on your desk) the route. What words help you to **visualize** the route?



Ferdinand Magellan's **voyage** changed people's understanding of the world.

Reading Check

1. **Recall details** What did the king of Portugal tell Magellan?
2. **Recall details** Who paid for Magellan's **voyage**?
3. **Make inferences** What did Magellan propose to the king of Spain?

trading ships ships that carry goods from one place to another to be exchanged for money or other goods
rounded gone around
proposal something that is suggested as a possible plan
sponsor help pay for something

Social Studies Connection

Map Skills Have students work in pairs. Ask them to create a map of an area both of them know well. Have them include symbols that places in that area. Brainstorm with the class what symbols they might include, such as restaurants, stores, recreation areas, traffic lights, and bridges. Then have pairs exchange their maps and guess what area is represented in each, and discuss the various symbols.

Math Connections

Connect Have students work in pairs. Have them research the distance Magellan sailed through the Straits of Magellan. (360 miles) Have them find out how long this voyage took. (38 days) Ask them to calculate how many miles a day Magellan's boats were able to cover through this dangerous passage. (about 9.5 miles per day) Encourage interested students to do research and write more story problems about Magellan's voyage.

Read the Selection

CD 2, Track 8 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Model how to pronounce the names of people and places on this page. Have students repeat after you. (VAHS koh DAH GAHM ah; POR choo guhl; muh JEL uhn; bal BOH uh).
- **Guided reading** Guide the reading of these three paragraphs and monitor student comprehension of the text with questions. ***Ask:*** *Who had been a captain on a trading ship?* (Magellan) *Who was Balboa?* (another explorer) *Who sponsored Magellan?* (The King of Spain)
- **Interpret the Image** Direct students' attention to the picture of Magellan. Ask them to think of adjectives to describe him based on the image. (determined, mature, strong)

Reading Fluency

Reading Words in Chunks "Magellan's Remarkable Voyage," paragraphs 1–3

Reading Strategy

Visualize Location ***Say:*** *To* visualize location, *you need to create a picture in your mind of the place where something is or where something happens. Think of what you would see, hear, smell, and touch at that place.*

Reading Strategy Sample Answers
Magellan is sailing west and south.
Words such as *sailing west, sailing south, finding a water passage through or around the Americas,* etc.

Reading Check Answers
1. The King of Portugal told Magellan that he was free to offer his services elsewhere.
2. The King of Spain agreed to sponsor his voyage.
3. Magellan proposed to discover a new route to the India by first sailing west and then south to find a water passage through or around the Americas.

Read the Selection

- **Preteach Vocabulary** Draw students' attention to the phrase *mutinous captain.* ***Say:*** *A mutiny is a rebellion on a ship. A* mutinous *sailor participates in the rebellion. The sailor will not follow orders. Mutinous sailors try to take over the ship. Mutinous sailors were executed in the 1500s.*
- **Cooperative reading** Have students work with a partner or small group and divide the reading into equal amounts (take turns reading a paragraph).
- **Interpret the image** Ask students to describe what they see in the painting. Have a volunteer read the caption aloud. ***Ask:*** *How many small boats are there?* (two) *What do you think the small boats are doing?* (leading the large ships; looking for safe water) *Is the ocean calm?* (No. The waves are big. It is stormy.)
- **Vocabulary development** After each two paragraphs of the reading, have a student recall main events and details about the reading selection in his or her own words. Be sure that students are able to recall important events, sequence events properly, and demonstrate an understanding of the main concepts.

Reading Strategy

Classroom game Review the directions of north, south, east, and west. Label each wall of the classroom with a direction. Play a version of the game "hot and cold". Think of an object in the room. Have students try to guess what it is. As they do, give clues: *It's more to the north; It's further south, etc.)*

Reading Strategy Sample Answers
They are by the western tip of South America in the Pacific Ocean, close to the Strait of Magellan.



Life at sea was not easy for Magellan and his crew. The stormy weather was their first challenge.

Reading Strategy

Visualize Location
Think about the directions the ships sailed in—north, south, east, and west. Where are Magellan and his crew now? Show the location on your map.

4 In September 1519 Magellan set out from Spain with five ships and about 240 men. The ships crossed the rough Atlantic and then turned south along the coast of South America. As they continued south, the weather grew stormier and more **bitter.** So did **tempers.** Magellan executed one **mutinous** captain.

5 The **expedition** spent the winter on the coast near the tip of South America, repairing their boats. In the spring they set out again. Despite terrible storms and winds, Magellan found what he was looking for—a **strait** between the two oceans. He knew it was a strait, not a river, because the water remained salty. This is the waterway now called the Strait of Magellan.

6 Before heading into the strait, Magellan sent men out to gather food for the long **voyage** ahead. When he thought they had prepared enough dried fish and **smoked game,** the ships **lifted anchor** and headed into the strait. Four days later they **emerged** into Balboa's South Sea. The ocean seemed so calm that Magellan renamed it the Pacific, meaning "peaceful."

bitter giving pain, hurtful
tempers emotions
mutinous going against authority
expedition group of people who go on a journey for a special purpose
strait a narrow passage of water that joins two larger bodies of water
smoked game wild animals or birds cooked over an open fire
lifted anchor raised the ship's anchor, the heavy metal tool that keeps the ship from moving when lowered

Differentiated Instruction • Reading Comprehension

Scaffolding

Remind students that this unit is about learning from experience. ***Say:*** *We have been discussing ways we learn from experience. We have read selections that show the importance of experience. Turn to the person sitting next to you and discuss the experiences Magellan and his men have faced. What can you learn from them?* Have partners make a list of what they have learned from Magellan's experiences. (You can succeed despite obstacles, it helps to have a goal, it isn't always easy to achieve your dreams) Have students add these items to their KWL graphic organizer.

Extension

Have students research one of the following explorers: Columbus, Balboa, Cartier, Vespucci, Pizarro, DeSoto, Da Gama, or Cabot. Tell students that there is information about these explorers on the Internet or in the library. Have students use a Chronological Order chart to organize important facts about their subject. Then ask them to write a short description of the explorer. Have volunteers read their descriptions aloud to the class.

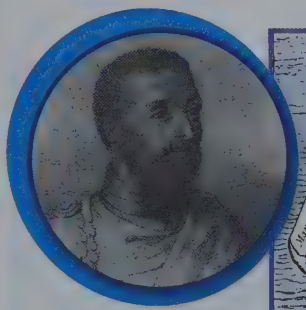
7 For the next four and a half months, Magellan and his crew sailed across the Pacific. The ocean was far wider than Magellan had ever imagined. The **voyage** seemed endless. The fresh food lasted only a month. Hunger, thirst, and disease **tortured** the sailors.

8 One member of the crew, Antonio Pigafetta, had the job of writing an **account** of the **expedition** for the king. Of those terrible days on the Pacific, Pigafetta wrote:

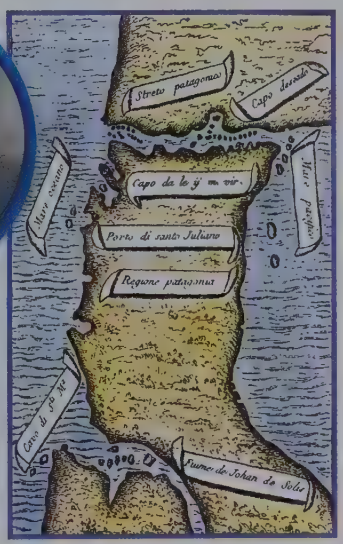
9 > We ate biscuit, which was no longer biscuit, but powder of biscuits **swarming** with worms. . . . We drank yellow water that had been **putrid** for many days. We also ate some **oxhides** . . . ; often we ate sawdust from boards. Rats were sold for [gold], and even then we could not get them.

Reading Strategy

Visualize Location Where are Magellan's ships now? Add the **location** to your map. In what direction are the ships moving?



Antonio Pigafetta was one of only 18 survivors who sailed with Magellan in 1591.



Antonio Pigafetta drew this map of the Strait of Magellan.

tortured caused great pain
account description of events that happened
expedition journey made by a group for a purpose
swarming covered with a large number of moving animals or people
putrid rotten, badly spoiled
oxhides tough skin of an ox

Reading Check

1. **Recall details** Why did Magellan call Balboa's South Sea the "Pacific"?
2. **Make inferences** How did Magellan know the waterway he found was a strait and not a river? What can you infer about the water in an ocean?
3. **Interpret a primary source** According to Pigafetta, what did the sailors eat and drink during their days on the Pacific Ocean?

Writing Strategies

Connect with Social Studies Have students use the explorer they researched in the Extension activity, or ask them to research one of these: Columbus, Balboa, Cartier, Vespucci, Pizarro, DeSoto, Da Gama, or Cabot. Ask them to write two paragraphs comparing the explorer to Magellan. The first paragraph should address the similarities and the second the differences between the explorers and their journeys. Students should use transitional language to write their paragraphs. They should end with a concluding statement about the two.

Social Studies Connections

Connect the Past With the Present ***Say:*** *There are many explorers alive today who have character traits similar to the early explorers. I can think of five: Neil Armstrong, Sally Ride, John Glenn, Charles Lindbergh, or Valentina Tereshkova.* Write their names on the board. Have students research one of these using the library and/or the Internet. Ask them to present their findings to the class. Discuss common challenges that all explorers face, such as hardships, risking their lives, having to improvise, etc.

Unit 4 • Chapter 2 Reading 1: Content

Read the Selection

- **Preteach vocabulary** Explain *sawdust.* ***Say:*** *When you cut a piece of wood, some small particles of wood are left behind. These particles are like sand or dust and are called* sawdust.
- **Cooperative reading** Have students form groups of three. Assign a different paragraph to each member of the group. Then have the groups read this page cooperatively.
- **Interpret the images** ***Say:*** *Look at the illustration of Antonio Pigafetta. The caption below his portrait gives us an additional piece of information that is not included as part of the reading. What do we learn from this caption?* (There were only 18 survivors of Magellan's voyage.) Also, draw students' attention to the map that Pigafetta drew of the Strait of Magellan. Point out that this map is a primary (original) source graphic.
- **Vocabulary development** Have students write sentences using the six boldfaced words on page 237. Have them leave the vocabulary word blank by drawing a line in its place. Then, collect the papers and randomly redistribute them to students for completion. When students are done, have them give the paper back to the writer for correction. (Jane had not cleaned the refrigerator for two weeks. When she opened the door, she smelled a _____ smell. (putrid))

Reading Strategy

Teacher Think-Aloud ***Say:*** *I visualize being on one of Magellan's ships. It is very hot. There is no fresh water. I can't see anything but water. The sun is setting. The sun sets in the west. We are headed toward the sun, so we must be going west.*

Reading Strategy Sample Answers
Magellan's ships are in the Pacific, heading west—toward Asia.

Reading Check Sample Answers
1. He called the South Sea the Pacific because it is calm. *Pacific* means "peaceful".
2. He knew it was a strait because it was salty water. The water in an ocean is also salty.
3. The sailors ate biscuits that were no longer biscuits but powder and worms, they drank putrid yellow water, and also ate oxhides. Rats and sawdust were also eaten.

Read the Selection

- **Preteach vocabulary** Explain that we use *spices* to add flavor to foods. ***Say:*** *Salt is a spice. Pepper is a spice.*
- **Inquiry reading** Have students read silently for a specific purpose, such as discovering where Magellan died. Have them read to find the answer to this or a student-posed question or to find evidence to support an answer. The answer/evidence is found through silent reading and shared by reading aloud.
- **Interpret the image** ***Say:*** *Look at the illustration of the* Victoria. *Read the caption next to this original source graphic. What additional piece of information is not included in the reading?* (The ship went around the world. It finished 16 months after Magellan's death.)

Reading Strategy

Map skills Have students look at the map on page 239 and point to the Philippines. Have them say what is nearby. (Australia, Asia, the Spice Islands)

Reading Strategy Sample Answer
Magellan is in the Philippines when he is killed.

10 Nearly dead, the sailors at last reached the islands they named the Philippines. There, fresh food and fresh water helped them begin to **regain** their health.

11 In the Philippines, Magellan was pleased to **convert** a chief to the Catholic faith. In his **zeal** to **befriend** the chief, Magellan became involved in a local war. He decided to take on the friendly chief's enemy. Magellan wanted to show how powerful the Spanish were and thereby **demonstrate** the power of their God. It was a costly mistake. In a beach **assault**, Magellan's forces were met by a **hail** of bamboo spears, and he was killed.

Reading Strategy
Visualize Location
Where is Magellan when he is killed? Show the **location** on your map.

12 Despite the death of their leader, the expedition continued. The crew headed south to the Spice Islands, where they picked up **cargo** of cloves and other spices.



One of Magellan's ships, the *Victoria*, sailed around the world. It finished 16 months after Magellan's death.

regain get back
convert change someone's beliefs, especially religious beliefs
zeal strong desire
befriend become friends with
assault attack
hail objects falling forcefully like frozen rain
cargo goods carried on a ship, an airplane, or a train

Differentiated Instruction • Reading Comprehension

Scaffolding

Review the Reading Discuss the theme of learning from experience. Remind students of the stories in Chapter 1: "Seventh Grade" and "Eratosthenes." Have students compare and contrast these readings and the characters' experiences with the experiences of Magellan's crew. For example, have students compare Victor's difficulties with Magellan's. (Victor's problems are about feelings; Magellan suffers great physical hardships.)

Extension

Have students work in pairs to research the Philippines: what the geography and climate are like, what trees and plants grow there, what crops are native to the area. Have them write a short description of this setting as it was in the 1500s. Remind them that there were no large cities, no powered vehicles, no electricity. Ask them to include as many sensory images and details as they can. Ask volunteers to read their stories aloud to the class.

13 Only one ship completed the journey. This was the *Victoria*, whose captain was Juan Sebastián del Cano. Del Cano sailed across the Indian Ocean, around southern Africa, and then northward in the Atlantic. Three years after leaving Spain, the *Victoria* and its crew of eighteen Europeans and four Indians arrived home. These sailors were the first to circumnavigate—sail around—the earth. The spices on board more than paid for the cost of the expedition. In honor of the **feat**, the king of Spain allowed del Cano to add to his **coat of arms** a globe with the words, in Latin, "You were the first to **encircle** me."

14 The knowledge gained by the expedition was priceless. Here was the first real **proof** that the world was round. Furthermore, Europeans now knew that the Americas were not part of Asia. The mapmakers went back to their drawing boards.

Reading Strategy

Visualize Location Where does the *Victoria* end its journey? Show the **location** on your map.

Build Your Knowledge

The phrase **go back to the drawing board** is an idiom that means to go back to the beginning and start a task or project again because there was a problem with it the first time. A drawing board is a flat board that artists and designers use for drawing, often to sketch new ideas for their work. In paragraph 14, **go back to the drawing board** is used in two ways. Use your knowledge of this idiom to determine the two meanings used here.

A Remarkable Voyage Around the World





This early world map of Magellan's journey looks very much like modern maps.

Reading Check

1. **Recall details** What helped the sailors regain their health?
2. **Explain** Why was Magellan killed?
3. **Sequence** What happened after Magellan was killed?

feat act showing strength, courage, or unusual ability
coat of arms symbol that represents a family or group
encircle make a circle around

Social Studies Connection

Relate to personal experience ***Say:*** *Magellan wanted to find a shorter route to the Spice Islands. His crew headed back to Spain with a ship full of cargo, or trade goods.* ***Ask:*** *If explorers visited our community today, what do you think they would want to take home with them?* Have students work in small groups to research what their community or state is known for producing. Have them list at least five products. ***Ask:*** *If you could trade for two of our local products, what would you want?* Ask groups to decide on the two items, then compare their choices with those of another group, and discuss.

Arts Connection

Connect Remind students that it was almost 500 years ago that explorers set out on ships to sail thousands of miles. These people successfully built and sailed the ships. They did not have the modern technologies and tools that we have today. Challenge students to build a model boat using only readily available materials. Suggest that they gather twigs, yarn, twine, leaves, sticks, glue, etc. They will test their models by seeing if they float in a basin of water.

Read the Selection

- **Preteach vocabulary** ***Say:*** *We read:* The mapmakers went back to their drawing boards. *This expression has two meanings. Mapmakers use large desks called "drawing boards" to draw their maps. But people also use this as figurative language. It means to work on a new solution to a problem. To* go back to the drawing board *means to start over.*
- **Lifting sentences** After reading the selection aloud, have students copy sentences from the text that highlight key events in the plot to form a summary of the reading.
- **Interpret the image** Ask students to compare and contrast the two maps on the page.
- **Vocabulary development** A *coat of arms* is a symbol that represents a family or group. Have students work in pairs to search the Internet for the coats of arms of the Spanish king, Ferdinand Magellan, and Christopher Columbus. Have them share what they find with the class.
- **Spelling preview** Point out the quotation at the end of paragraph 13. ***Say:*** *The word* first *is an ordinal number. You will learn more about ordinal numbers on Workbook page 178.*

Reading Fluency

Reading Words in Chunks "Magellan's Remarkable Voyage," paragraphs 13–14

Reading Strategy

Map skills Have students trace the voyage on a globe.

Reading Strategy Sample Answer
The *Victoria* ends its journey back in Spain. (Have students point to Spain on their maps)

Reading Check Sample Answers
1. Fresh food and fresh water helped them regain their health.
2. Magellan decided to help the chief fight an enemy in a local war. He wanted to demonstrate the power of Spain and their God, but the enemy killed him in an attack on the beach.
3. The expedition continued to the Spice Islands. They picked up spices. Then they sailed across the Indian Ocean, around southern Africa, and then northward to the Atlantic Ocean. The *Victoria* arrived in Spain with only 18 of the original crewmembers three years after it had left Spain.

Apply the Reading Strategy

Visualize Location

Pair Work Have students work in pairs to review the Reading Strategy charts they created as they were reading. Circulate among students to see how well they have applied the reading strategy. Have students volunteer to describe visualizing a location in the story.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

interpret *(translate, explain, solve, render)*

Have students use a **Word Square** for the Academic Vocabulary word. Have them write the word in the upper left box, a definition in the upper right box, a sentence with the word in the lower left box, and synonyms in the lower right box.

- **Teach related words** Teach words related to "interpret": *interpretation, misinterpret, misinterpretation, reinterpret, reinterpretation.* Note that the prefixes *mis-* and *re-* are covered in the Vocabulary Development on page 251.
- **Use context clues** Have students look at the Academic Vocabulary chart. ***Say:*** *Often, if you see a word used in a sentence, the context helps you understand its meaning. The sample sentence:* "I interpret your scowl to mean that you are angry" *gives you a great context clue. It says right in the sentence:* "to mean that." *You can guess* interpret *means to "decide on the meaning of something that is not directly or clearly stated."*

Reading Strategy Sample Answers
Rereading helped me to visualize and clarify the route that the sailors took. I now have a clearer image of where the Strait of Magellan is.

Checkpoint Sample Answers
I interpret that to mean that he is in a hurry, he is trying to train for a race, or he is timing how fast he runs

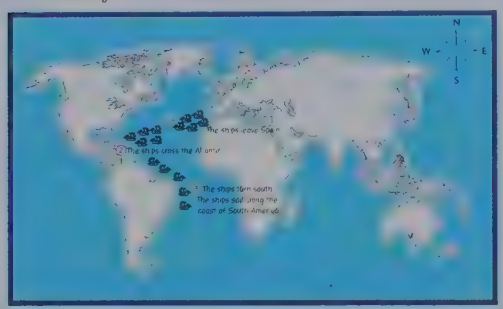
After Reading 1

Apply the Reading Strategy

Visualize Location

Now you are ready to complete the map.

1. Review the Reading Strategy on page 233.
2. Review the map you created while you were reading.
3. Reread the text. **Visualize** the **locations** of the ships' **voyage** and the direction they sailed. For each **location,** add pictures and captions to your map.
4. Number the locations in the order in which they were reached. Then draw a line that connects each **location.**
5. Compare your completed map with the one on page 239. Is the route the same? If not, reread the text.
6. How did rereading help you? What do you understand now that you didn't understand before?



Academic Vocabulary

Word	Explanation	Sample Sentence	Visual Cue
interpret *verb*	to decide on the meaning of something that is not directly or clearly stated	I **interpret** your scowl to mean that you are angry.	

Draw a picture and write a sentence for the word.

Checkpoint

How do you **interpret** a man running and looking at his watch?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Use a Storyboard Graphic Organizer. Ask students to work in pairs. Have each pair reread the text to find three locations mentioned in "Magellan's Remarkable Voyage." Have them put these in the order of Magellan's arrival. (1. Spain; 2. the Pacific Ocean; 3. the Philippines) Then have them write a sentence about each location that includes a sensory image that would help a reader visualize the place.

Extension

Tell students that many people have sailed around the world in much smaller boats than Magellan's. Have students work in pairs and research a person or small group of people who have sailed around the world within the past 50 years. (Robin Lee Graham, Francis Chichester, Teddy Seymour, Tania, Aebi, Jesse Martin, for example) Have them record when and where they started, what size and kind of boat they used, how many miles they traveled, and how long the trip took. Then ask them to copy a map of the world and chart the journey their subject made. Ask pairs to present their findings to the class, and discuss.

After Reading 1

Reading Comprehension Questions

Think and Discuss


Workbook page 172


Independent Practice CD-ROM/Online

1. **Recall details** What did the crew of the *Victoria* accomplish?
2. **Describe** What was life like for the crew on the Pacific Ocean? Give examples from the text to support your answer.
3. **Interpret meaning** In honor of his feat, the captain of the *Victoria* added these words to his coat of arms: "You were the first to encircle me." What does the statement mean? What is the antecedent of the pronoun "me"?
4. **Support main ideas** The author says that "the knowledge gained by the expedition was priceless." What evidence from the text supports this idea?
5. **Express a personal viewpoint** What **impressed** you most about Magellan's **voyage**? Why?
6. **Support an opinion** What qualities make a good explorer? Did Magellan have these qualities? Support your answer with information from the text.
7. **Revisit the Reading Focus Questions** Go back to page 234 and discuss the questions.

Text Element

Captions

Informational texts often include **captions** above, below, or next to graphics, such as a photograph or an illustration. A caption is an explanation of a picture. Some captions tell the main idea of the picture or give more information about the picture. Captions help you relate the picture to the text.

1. What information does the caption on page 238 provide?
2. How does the caption help you better understand both the picture and the text?
3. Look through a history textbook. Find a photograph or an illustration. What information does the caption provide?
4. Now look back at "Seventh Grade" in Chapter 1 (page 207). Did the author include captions for the pictures? Why do you think the author did this?

Checkpoint

What is the purpose of **captions** in an informational text?


Workbook page 173


Independent Practice CD-ROM/Online

Home Connection

Relate to personal experience ***Say:*** *The early explorers, like Magellan, traveled to places they had never seen. They met people from cultures that were totally new to them. Today, many people do the same thing when they move to a new place.* Have students interview a family member, friend, or neighbor who has moved to a new place. Have them prepare for the interview by writing a list of questions they want to ask. Have them share their findings in small groups.

Grouping Strategies

Random grouping It is important to have flexible grouping opportunities within your classroom so that students get to work with a variety of classmates. You can vary the groupings in terms of number of students, abilities, or interests. *Random groupings* can be fun and produce very satisfying results. One method of achieving this is to have students roll a die. All students who roll a one will work together, a two work together, etc.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers: Question-Answer Relationships (QAR)

"Right There"

1. They were the first to circumnavigate the earth.

"Think and Search"

2. It was very difficult. The weather was stormy (paragraph 4). They experienced hunger, thirst, and disease (paragraphs 7 and 9). Many sailors died during the journey, including Magellan (paragraphs 11 and 13).
3. It means del Cano was the first person to go around the earth; the earth is "me"

"Author and You"

4. He means two things: He demonstrated that the earth was round, and he found proof that the Americas were not part of Asia. These were very valuable and important discoveries.

"On Your Own"

5. Sample answers: Magellan; because without him, this voyage would not have happened. Del Cano; because he led the crew to complete the voyage around the world.
6. Sample answers: intelligence, courage, leadership; Magellan had these qualities; intelligence—his plan to go west and then south was right; courage—he was brave enough to explore unknown places; leadership—the crew followed him the entire journey.

Revisit the Reading Focus Question

7. See sample answers on page 234

Reading Fluency

Repeated Reading Text Element

Text Element Sample Answers

Captions

1. One of Magellan's ships, the *Victoria*, circumnavigated the globe. It finished 16 months after Magellan's death.
2. It gives the ship's name and identifies it as the one that completed the journey back to Spain. It also helps me understand the text better by providing information on how much time it took for the ships to sail from the Philippines to Spain.
3. Sample answer: My social science textbook has a caption under a picture of Magellan. It says: "The *Victoria* went around the world."
4. No; because "Seventh Grade" is a short story, and the purpose of a short story is to entertain. The pictures illustrate story events, but they do not add information.

Checkpoint Sample Answers

Captions explain the picture; tell the main idea of the picture; give more information about the picture; help the reader connect the picture to the text.

Bridging Readings 1 and 2

Say: *Reading 1 was an informational text. We learned about the voyages of the early explorers to new places, and we visualized those locations. We learned what those explorers learned from their experiences. Next we will read a different kind of writing: a myth.*

About the Reading

Preteach vocabulary Tell students they will read a *myth* about a *coyote* that flies with *geese.* ***Say:*** *A* myth *is a story from long ago. It explains natural events in supernatural ways. A* coyote *looks very much like a dog—but it is wild. It lives in the woods.* Geese *are big birds. Geese fly in large groups from north to south in the fall. They fly south to be in a warm place for the winter.*

Build Background

Coyote Tales

Interpret the image Ask students to look closely at the two photos of coyotes. ***Ask:*** *Do you think a coyote can run fast?* (yes) Explain that coyotes are hunters—they catch and eat other animals in order to live.

Reading Fluency

Echo Reading Build Background

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

flap *(agitate, beat, shake, thrash)*
glide *(coast, drift, float, sail)*
smash *(bash, burst, crash, wallop, whack)*
swoop *(descend, dive, plummet, plunge)*

Have students complete a **Word Web** with the vocabulary words. Have them work in pairs to share and compare their webs.

- **Use context clues** ***Say:*** *There are words before and after new words that can help us figure out the meaning of the word. For example:* At night, Native Americans could hear the sound of coyotes howling. *You can tell that* howling *is a noise that coyotes make because of the context clues* hear *and* sound.

Before Reading 2



Coyote Flies with the Geese

About the Reading

In Reading 1, "Magellan's Remarkable **Voyage**," a team of explorers traveled together around the globe. In Reading 2, "Coyote Flies with the Geese," you will read a myth about a coyote that travels south with a flock of geese.



Build Background

Coyote in Mythology

There are many Native American myths about coyotes. Parents have told these coyote stories to their children for hundreds of years. Many of these Native American tales tell why it is important to follow rules.

At night, Native Americans could hear the sound of coyotes howling. So it's not surprising that the coyote became an important character in Native American myths.

In these myths, the coyote often appears as the creator, hero, or "trickster" and has special powers. In "trickster" tales, the coyote seems clever because of its smart and tricky ways. But in the end, the stories show that the coyote isn't very clever at all. Many other cultures have "trickster" tales as well.

Key Vocabulary

flap
glide
smash
swoop

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence. Explain the meaning of the **highlighted** word. Use the context of the sentence to help you.

1. The bird **flaps** its wings up and down so it can fly.
2. Watch the kites **glide** smoothly in the air!
3. After Yang **smashed** the paper cup with his hand, the cup was flat.
4. The hawk **swooped** down from the tree to catch the mouse on the ground. Then it flew back up again.

Checkpoint
Use your hands to act out the meaning of each Key Vocabulary word.

Vocabulary Log
Workbook page 174
Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students take a piece of paper and fold it into four squares. In each square, have them write a key vocabulary word. Then have students define the word either by using context clues or a dictionary. In each box, have them draw a simple illustration of the word. Then have them work with a partner. Have them take turns saying a word and using that word in a sentence.

Extension

Have students work in pairs. Ask them to think of another animal or bird that makes sounds that everyone hears, such as pigeons or dogs. Ask them to brainstorm a list of what these sounds could mean. Give an example. ***Say:*** *I hear dogs bark in my neighborhood.* ***Ask:*** *Who could they be calling to? Are they calling to people or animals I cannot see? Maybe they are calling to their families.* Have students write a few sentences describing what the sounds are communicating.

Reading Strategy

Visualize Movement

Visualizing movement helps you create a picture in your mind of the action in a story. It helps you to understand the **location** of something, such as a mountain top, from another **location**, such as the ground or another mountain top. As you read, try to **visualize** the movements of Coyote and the geese.

Build Your Knowledge

Like a myth, a **fantasy** is an imaginative form of literature. The characters, setting, and events in a fantasy often do not reflect the real world. Instead, they involve supernatural beings and events, and take place in imaginary worlds.

Text Genre

Myth

Long ago, people asked questions about the world around them and created stories to answer these questions. These ancient stories are called **myths.** The characters and events in a myth are usually supernatural and do not exist in the natural world. Look for these features as you read this myth.

characters	supernatural beings or animals that act like people but often have special powers
setting	time and place the story happens; usually sometime in the past and connected to nature
conflict	problem or struggle between characters and/or events
plot	series of events leading to an outcome
resolution	outcome or ending of the story; the solution to the problem

Meet the Author



Jane Louise Curry was born in East Liverpool, Ohio. As a teenager, she acted in school plays and wrote articles for the school newspaper. She has written more than 30 books.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Learning from Experience"?
2. What was the author's purpose for writing this myth?
3. What does Coyote learn from his experience flying south?

Checkpoint

1. How can **visualizing movement** help you as you read?
2. Describe three features of a **myth.**

Workbook pages 175–176

Independent Practice CD-ROM/Online

Home Connection

Connect Explain to students that this story is a *myth.* A *myth* is a story that expresses a belief about things that happened in the past. It is a way of explaining something about the natural world. Have students ask their family members to tell them about myths they know. Have students ask questions and take notes about the characters, plot, setting, and problems expressed in these myths. Have them work in small groups and retell the myths they have learned about.

Science Connection

Define and clarify Have students work in small groups to research what coyotes are really like, using library resources and/or the Internet. Have them answer these questions: *Where in the world do coyotes live? Do they live alone, or with other coyotes? What do they eat? Who are their enemies?* Have students write a short report on coyotes and include graphics, such as photos or drawings, and captions for the graphics in their reports.

Reading Strategy

Visualize Movement

Tell students that visualizing movement helps us picture the action, to imagine what is happening in the story. Tell them to look for various action verbs as they read. They should use these action verbs to visualize the scenes.

Text Genre

Myth

Clarify features ***Say:*** *Myths are stories that explain the natural world and human nature. In many myths the characters are animals or gods.*

Meet the Author

Jane Louise Curry

Author's background ***Say:*** *Jane Louise Curry is a busy writer of adventure, fantasy, mystery, and Native American tales. In addition to writing, she also acts in plays.*

Reading Focus Questions

Preview Ask a volunteer to read the Reading Focus Questions aloud. Ask students to keep the questions in mind as they read.

Reading Focus Sample Answers

1. This reading relates to the theme "Learning from Experience" because the geese knew not to look down and tried to share that information with Coyote. Coyote learned his lesson at the end of the story. He realized that he should follow the rules. He also found out coyotes should not fly.
2. The purpose for writing this myth was to show that it is important to be who you are. It is also important to follow directions.
3. Coyote learns that flying south for the winter with the geese wasn't as easy as he thought it was going to be.

Checkpoint Sample Answers

1. It helps you create a picture in your mind of the action in the story. It helps you understand the location of things and how they move.
2. Students should describe any three of the following features
   a. **characters**—animals that act like people but often have special powers.
   b. **setting**—time and place the story happens; in a myth, the setting is usually closely connected to nature.
   c. **conflict**—problem or struggle between characters and/or events in the story.
   d. **plot**—series of events leading to an outcome
   e. **resolution**—outcome or ending of the story; the solution to the problem

Read the Selection

CD 2, Track 9 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students identify the title and author of the reading.
- **Cooperative reading** Choose a student to begin reading aloud while the rest of the class follows along silently in their texts. The student can read as much or as little as desired. When the reader has come to an appropriate place to stop, such as the end of a sentence or paragraph, he or she says the name of another student. The person chosen continues reading from that point and then picks someone else.
- **Interpret the image** ***Ask:*** *What other animals does the coyote resemble?* (a fox, wolf, dog) *What features do these animals have in common?* (They have tails; they have fur; they have four legs; they have long snouts.)
- **Grammar preview** Point out the boldfaced phrase *set out.* Remind students of what they learned about commonly confused verbs like *set* and *sit.* Also point out the figurative expression *set his teeth.* Explain that this means Coyote was determined to go to the north.

Reading Fluency

Readers Theatre "Coyote Flies With the Geese"

Reading Strategy

Ask: *Who can say a sentence that would give a clear visualization of how you came to school today?* (I ran down the stairs, ran out the door, got on the bus, and ran up the steps of the school.)

Reading Strategy Sample Answer
Coyote is headed to find the Wild-Geese People in the far north. He passes a camp where people were taking down tipis for a journey south. He finally reaches the camp of the Wild-Geese People in the far north.

Reading 2
Literature

Coyote Flies with the Geese

by Jane Louise Curry

1 Coyote loved to travel. He liked to see new places, find new fruits to taste, hunt new kinds of mice to eat, and try out his tricks on the new people he met. Once, in the fall of the year, he found himself in the north country when the first sharp winds began to blow. He **shivered** inside his fur coat and said to himself, "Coyote, you should spend this winter lying in the sun!"

2 So he **set out** to find the Wild-Geese People.

Reading Strategy
Visualize Movement Where is Coyote headed? What places does he pass? Where does he end up?

3 The Wild-Geese People lived far to the north, so to find them, Coyote had to **set his teeth** and travel into the cold, wet wind. He passed one camp where people were taking down **tipis** for a journey south, but he shook his cold, wet paws and kept on. At last he reached the Far North and the camp of the Wild-Geese People. They were taking down their tipis, too. Coyote greeted them.

4 "I see," he said, "that you will soon be flying to some warm, sunny country for the winter. Do you ever take friends with you? I would like to come with you if I could."

5 The Wild-Geese People were surprised. They had never heard of such a thing as a coyote flying south. They talked among themselves, and then told Coyote that he was welcome to come along.



6 "But we must first make wings for you," they said, and they made a pair of wings out of animal skins with the hair scraped off. Then they pasted white feathers all over them so that they looked like real wings. "Now you must try them," they said.

shivered shook from cold
set out left on a trip
set his teeth press his teeth together hard; prepare to be strong in a difficult situation
tipis tents in the shape of an upside down cone used originally by Native Americans

Differentiated Instruction • Reading Comprehension

Scaffolding

Read paragraph 1 aloud. Instruct students to listen for and identify why Coyote wanted to leave. Ask students to write down any reasons that occur to them while you are reading the paragraph. Then, as a class, discuss why Coyote goes on this journey. (Coyote loved to travel. He liked to see new places. He shivered inside his fur coat and said to himself, "Coyote, you should spend this winter lying in the sun!")

Extension

Say: *You have already learned that a myth has five features. So far, we can identify the characters, setting, and conflict.* Use a three-column chart with these headings: *Characters / Setting / Conflict.* Have students work in pairs to complete the chart for "Coyote Flies With the Geese." (Characters: Coyote, geese; setting: outdoors, in the sky; conflict: can coyotes fly?) Then ask them to complete the chart with two more columns for plot and resolution as they finish the story.

7 For his first try, Coyote jumped off a high rock and flew around just above the ground. On his second flight he flew a little higher. On his third and fourth tries, he did better and better. The Wild-Geese People shook their heads in surprise.

8 "You are a very good flier—for a coyote," they said. "But we have one more test. You must fly with us."

9 All the Wild-Geese People took off, and flew high into the sky. Coyote flew just as high. Next, the geese flew around in a circle, and then did **swoops** and turns. Coyote circled and **swooped** and turned, following the leader just as the wild geese did. Back on the ground, the chief of the Wild-Geese People told Coyote that he had done very well.

10 "We still think you are crazy, but now we know that you can safely join us on our long journey. We will set out tomorrow. But, friend Coyote, one thing you must always remember: On a long journey we always look ahead, never down. If you look down, you will fall out of the sky and **smash** into the earth. Never, never look down."

11 Coyote was **uneasy**. "But I am new at flying. What shall I do if I forget?"

12 "Then," Chief Wild Goose answered, "when you begin to fall, you must call out, 'My **parfleche**!' If you say it in time, you will fall softly, and not **smash**."



uneasy nervous, worried
parfleche animal skin with hair removed and dried; item made from parfleche

Reading Strategy

Visualize Movement How do the Wild-Geese People move? Describe how Coyote copies their movements. **Demonstrate** with your hands.

Reading Check

1. **Recall details** What does Coyote need in order to travel with the Wild-Geese People?
2. **Recall details** What advice does Chief Wild Goose give to Coyote?
3. **Make predictions** Do you think Coyote will look down? Explain.

Read the Selection

- **Prereading** Have students look at the image before reading. ***Ask:*** *Based on the image, do you think the plot of this story is believable? Why or why not?*
- **Cooperative reading** Choose a student to begin reading aloud while the rest of the class follows along silently in their texts. The student can read as much or as little as desired. When the reader has come to an appropriate place to stop, such as the end of a sentence or paragraph, he or she says the name of another student. The person chosen continues reading from that point and then picks someone else.
- **Interpret the image** ***Ask:*** *Where are the geese looking?* (ahead) *Are they looking in the same direction, or different directions?* (the same)
- **Spelling preview** Point out the ordinal numbers *first, second, third,* and *fourth* used in paragraph 7. ***Say:*** *You will learn more about ordinal numbers on Workbook page 178.*

Reading Strategy

Say: *Coyote is learning how to fly. He copies what the geese do.* Have students act out these verbs with hand gestures as you say them: *flew, swooped, jumped.*

Reading Strategy Answers
The Wild-Geese People fly high into the sky, fly in a circle, do swoops and turns; Coyote does the same—he flies just as high into the air as the geese did. Then he circles and swoops and turns.

Reading Check Answers
1. First he needed wings to be able to travel with them. Then, he needed to be able to fly with them.
2. Coyote must always remember that on a long journey you have to look ahead, never down. If you look down, you will fall out of the sky and smash into the earth.
3. Sample answer: I think Coyote will eventually look down. He is very curious and will not be able to resist looking down to see what is below him.

Social Studies Connection

Explain symbols ***Say:*** *On his journey, Coyote passes a camp where people were taking down their tipis, or tents.* Have students work in pairs and use the Internet to research which Native American tribes lived in tipis. Ask them to try to find pictures of original tipis and of the symbols Native Americans used to decorate them. Have students draw a picture of a tipi with symbols and write a short paragraph describing it. Ask them to share their drawings with another pair.

Language Transfer and Interference

Syntactical Features of English: Pronouns
In some languages, there is no distinction between subject and object pronouns. Speakers of these languages may therefore confuse them. For example, "I gave the book to she" or "Him helped me." Emphasize that subject and object pronouns are not the same in English and offer additional support in this area.

Read the Selection

- **Cooperative reading** Have students form pairs and alternate reading every other sentence of the page out loud.
- **Preteach vocabulary** Explain that the expression *grit his teeth* means *to be strong in a difficult situation.* Ask students to think of a time when they had to "grit their teeth." (Sample answer: I grit my teeth each time I have to lift something heavy.) Remind them of the phrase "set his teeth" on page 244. Tell students that these phrases are synonymous in the story.
- **Interpret the image** Ask students to describe what they see in the illustration. Tell them that geese fly south when it turns cold. Ask students to point to where south is in this picture (the upper righthand corner, where the geese are flying)

Reading Strategy

Have students look again at the picture. ***Ask:*** *What is the man pointing to?* (Coyote) *Which one is Coyote?* (the last one) *How do you know that is Coyote?* (His feathers look different.)

Reading Strategy Sample Answers
Chief Wild Goose flew at the point of the arrow. Coyote was always last.



13 The journey was long—very long—for it took them all the way from the Far North to the Far South. They flew across the sky in a **flock** shaped like an arrow. The chief flew at the point of the arrow. Coyote was always last. As they flew, sometimes they passed over camps. The people looked up, and when they saw Coyote in the distance, they cried out, "Look! Up in the sky! Coyote is coming!" Then everyone looked, and they laughed. "Friend Coyote up there! Throw us a bone! Throw us something good to eat!"

Reading Strategy
Visualize Movement
Visualize how the flock is moving. Where is Chief Wild Goose? Where is Coyote?

14 Coyote had to **grit his teeth** to keep from looking down. He wanted to look down and shout back at them, but he did not. The journey was hard work.

flock group of animals, such as geese
grit his teeth press his teeth together hard; prepare to be strong in a difficult situation

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Compare and contrast Have students work in pairs. Have them draw a triangle to represent the flock of geese flying south. Then have them draw the chief goose at the point of the triangle and draw Coyote at the base of the triangle. Explain that geese fly in this shape—a triangle. Tell them that each bird moves the air with its wings, and that this helps the birds behind the first bird to fly more easily. Ask volunteers to do some research on this flying formation.

Extension

Say: *A* theme *is a main idea. The theme of this unit is* learning from experiences. *The two stories in this chapter help us gain knowledge about ourselves and our environment.* Ask students to write a short paragraph about the environment described in "Coyote Flies with the Geese." Have them use descriptive language and words that help the reader visualize movement.

15 Once, when the Wild-Geese People camped beside a great, wide water, Coyote found pretty shells on the shore and **strung** them together. "They ought to be good for something," he thought. For the rest of the time until they came to the summer camp of the Wild-Geese People, there was time for nothing but flying, eating, and sleeping.

16 They stayed at the summer camp in the South Country through the winter months. After a while, with no one but geese to talk to, Coyote began to feel lonely and bored. Every day was the same: sunshine and **honking** geese, and honking geese and sunshine. Every day he sighed and said to himself, "How long must we stay here? How soon are we to fly north?"

17 At long last, the geese said they were ready to fly home. Coyote **flapped** along happily at the tail of the V as the flock flew north. Beyond the wide water, the earth below began to look more and more like home, but Coyote kept his eyes only on the geese ahead. "Do not look down. Do not look down," he repeated to himself as he flew.



strung put a string through
honking short, noisy cry of a goose

Build Your Knowledge

A **hyperbole** is a type of figurative language. It exaggerates or overstates in order to create a strong feeling, have a dramatic effect, or to make an important point. Find a hyperbole on this page. Why does the author use a hyperbole?

Reading Strategy

Visualize Movement
How do you picture Coyote's movements here? Where is he headed? What is below him? What is in front of him?

Reading Check

1. **Recall details** What are Coyote's activities during the journey to the summer camp?
2. **Make inferences** The people in the camps cry out to Coyote. Why doesn't Coyote look at them?

Reteach and Reassess

Identify genres ***Say:*** *Both selections in this unit involve journeys, but they are different types of readings, or different* genres. Have students compare and contrast the genres of "Magellan's Remarkable Journey" and "Coyote Flies with the Geese." Have students use a 2-column chart and list words describing a myth and an informational text. (fiction, nonfiction; folktale, informational text; story meant to entertain, meant to inform)

Writing Strategies

Setting ***Say:*** *In both selections in this chapter, "Magellan's Remarkable Voyage" and "Coyote Flies With the Geese," the main character embarks on a journey. In both selections, the characters travel to new places, or locations.* Have students work in pairs to list the different locations mentioned in the two selections. Then ask them to discuss how the characters in both selections reacted to the various locations.

Read the Selection

- **Preteach vocabulary** ***Say:*** *I read that Coyote finds pretty shells on the shore. He thinks:* they ought to be good for something. *The word* ought *here means* should *or* must *or* have to. *The word* ought *indicates something that should be a certain way.*
- **Cooperative reading** Have students form groups of three to read each paragraph on this page cooperatively.
- **Interpret the image** Ask students what they see in the image on page 247. (a flock of geese) Explain that a *flock* is the term for a group of birds. ***Ask:*** *Where are the geese?* (by the ocean; on the beach)
- **Vocabulary development** Have students write down the example of hyperbole they find on this page. (For the rest of the time until they came to the summer camp of the Wild-Geese People, there was time for nothing but flying, eating, and sleeping.) ***Ask:*** *What purpose does this example of hyperbole have in this part of the story?* (to show that Coyote had to work hard to fly with the geese) *What effect does it have on you as the reader?* (they make the story seem more humorous, because Coyote realizes that flying is harder than he thought)

Reading Strategy

Teacher Think-Aloud ***Say:*** *I look at the picture of the flock of geese. I read that Coyote did not want to look down. I read that the journey was hard work. I know that the birds have to keep moving their wings all the time. That must be very tiring.*

Sample Answer
Coyote is flying smoothly with the geese. He is headed north. The sea and the earth are below him. The other geese are in front of him.

Reading Check Answers
1. He collects shells, flies, eats, and sleeps.
2. He doesn't look down because he will fall to the earth.

Read the Selection

- **Cooperative reading** Go around the classroom and have each student read a sentence of this page out loud. Tell students to stop reading once they reach the end of a sentence.
- **Interpret the image** Ask students what they see in the illustration. (Coyote is falling from the sky to the earth.) Ask what the people in the picture are doing. (sitting around their campfire)
- **Vocabulary development** ***Ask:*** *What example of personification can you find on this page?* (a glimmer of light caught Coyote's eye) ***Say:*** *Explain why the example you found is personification.* ***Ask:*** *What human quality is given to a non-human object?* (catching, being done by a glimmer of light)
- **Vocabulary development** ***Say:*** *Look at paragraph 24.* ***Ask:*** *How does the author describe Coyote's landing? What is the simile, or comparison, the author makes?* (He lands as softly as milkweed fluff.) Write the sentence on the board and underline *milkweed fluff.* Ask students to suggest substitutions for *milkweed fluff,* and write these on the board.

Reading Strategy

Relate to personal experience ***Ask:*** *Have you ever fallen? What did it feel like? What did you think about?*

Reading Strategy Answer
It feels like the earth is coming up to him instead of him falling down to the earth.

Build Your Knowledge

Writers use **personification,** a type of figurative language, to give human qualities to something that is not human. Find an example of personification on this page.

Reading Strategy

Visualize Movement Picture Coyote as he falls. Describe how the fall feels to Coyote.

18 The nearer they came to their home, the later in the evening the Wild-Geese People flew on. One evening, as they circled in the **gloom** before **gliding** down to land on a lake, a **glimmer** of light far below caught Coyote's eye. A campfire! People who sang songs and ate meat, and did not honk or quack!

19 He forgot. And looked down.

20 And he fell.

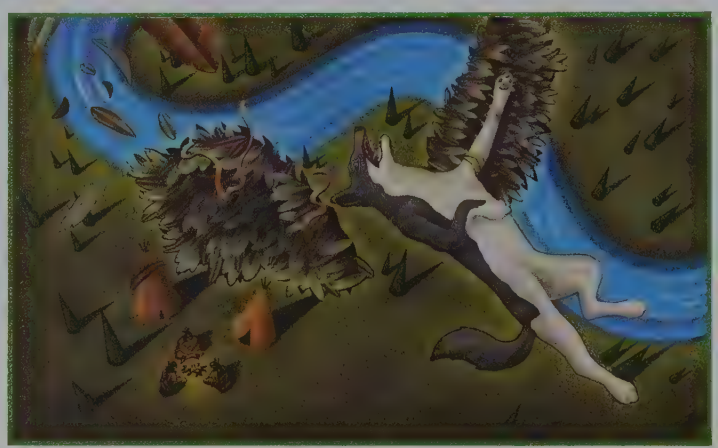
21 *What was that word?* If he fell, he was to say a word. Two words. The earth was rushing up at him, and—

22 "My parfleche!" he **howled** in fright.

23 And down he fell.

24 But he landed as softly as **milkweed fluff.**

25 "Aho!" he **gasped** as he **scrambled** to his feet and tore off his feathers and wings. "That's the last time *I'll* fly south for the winter!"



gloom partial or complete darkness
glimmer small, weak light
howled cried loudly
milkweed fluff a soft, light substance that comes from the milkweed plant
gasped breathed in quickly from surprise or shock
scrambled moved or climbed quickly using hands and knees

Differentiated Instruction • Reading Comprehension

Scaffolding

Tell students that they can use context clues to determine who is speaking in the text. Have students work in small groups and take turns rereading the dialogue in the myth "Coyote Flies with the Geese" aloud. Ask them to make a list as each character talks. Tell students to think of a different voice for each character. They can visualize how characters sound as they read.

Extension

Have students write a short essay comparing and contrasting Reading 1 and Reading 2. Have them compare and contrast the genre, purpose, content, and text features. ***Say:*** *Include a paragraph in your essay saying which reading you liked better and why.* ("Magellan" is nonfiction informational text; "Coyote" is a myth; the purpose of "Magellan" is to inform, the purpose of "Coyote" is to explain something about the world and to entertain; the content of "Magellan" is factual, the content of "Coyote" is fiction; "Magellan" text features include graphics with captions, facts, and a real historical setting; "Coyote" text features include graphics meant to entertain, and a setting in nature.)

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What are Coyote's wings made of?
2. **Make inferences** The shape of the flock as it flies is described as a "V" shape. What is another way the reading describes the shape of the flock as it flies? Why do you think the shape is described this way in the story?
3. **Analyze plot** Is the plot of this myth believable? Why or why not?
4. **Compare readings** Compare this reading with "Seventh Grade." What features do the texts have in common? How do the characters in each story learn from experience?
5. **Revisit the Reading Focus Questions** Go back to page 243 and discuss the questions.





Spelling

Ordinal Numbers





Writing Conventions

Punctuation: Underlining, Quotation Marks, and Italics





Connect Readings 1 and 2

You have read two readings on the theme "Learning from Experience." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	What kinds of graphics are used?	Who are the important characters and/or people?
Magellan's Remarkable Voyage			
Coyote Flies with the Geese			

2. With a partner, ask and answer these questions.
   a. Magellan was an explorer. Do you think Coyote is an explorer? Tell why or why not.
   b. Which reading was more interesting to you? Why?
   c. What did you learn from each reading that you can use in your daily life?
3. **Revisit the Chapter Focus Question** How do new experiences help us to gain knowledge about ourselves and our environment? Use examples from "Magellan's Remarkable **Voyage**" and "Coyote Flies with the Geese" to answer this question.

Reteach and Reassess

Compare and contrast characters Have students work in small groups and compare one of the characters in "Coyote" to one of the characters in the story of Magellan. Students should keep in mind the purpose of each reading and the differences in time period and culture. As an example, ***Say:*** *Journeys were very important to Coyote and Magellan.* ***Ask:*** *Why did Magellan explore new places?* (to get spices and to learn about the world) *Why did Coyote go on a journey?* (He wanted to go to a warm place for the winter.)

Writing Strategies

Picture a setting Have students fold a sheet of paper in half. On the left side of the paper, they should draw the setting of Reading 1. On the right side, they should draw the setting of Reading 2. On the back of the paper, have students write a sentence for each story, explaining how the setting is important in each selection. (Sample answer: In "Magellan," the setting includes countries and journeys in the past. It is a part of history. In "Coyote," the setting is in nature, but not real nature. Geese can't talk and coyotes can't fly.)

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. They are made of animal skins with the hair scraped off, and white feathers pasted all over so that they looked like real wings.

"Think and Search"

2. The flock flies in the shape of an arrow. Arrows are an important symbol in many Native American cultures.

"Author and You"

3. Sample answer: No, the plot of this myth is not believable, because a coyote would never be able to fly with geese. Also, geese and coyotes cannot talk.
4. Sample answer: No, the plot of this myth is not believable, because a coyote would never be able to fly with geese. Also, geese and coyotes cannot talk.

Revisit the Reading Focus Questions

5. See sample answers on page 243.

Spelling

Ordinal Numbers Students will learn more about how to spell ordinal numbers on page 178 of the Workbook.

Writing Conventions

Punctuation: Underlining, Quotation Marks, and Italics Students will learn more about when to use underlining, quotation marks, and italics on page 179 of the Workbook.

Connect Readings 1 and 2

Preview This activity helps students to see the difference between an informational text (nonfiction) and a myth (fiction) with similar themes.

Connect Readings Sample Answers

1. Magellan: informational text; maps; paintings, and graphics with captions; Magellan, Pigafetta, del Cano
   Coyote: myth; illustrations without captions; Coyote and the Wild-Geese People
2. a. Coyote is an explorer because he set out to travel to a new territory. He overcame hurdles such as cold weather.
   b. Answers will vary.
   c. I learned from Magellan that if you want to do something badly enough, keep trying! I learned from the Coyote that you need to be content with who you are and what you have. Also, be sure to follow the rules.
3. When you have a new experience, you can learn something new about yourself. For example, when Coyote flew south for the winter with the geese, he found out that he didn't enjoy the experience. New experiences also help you learn about the environment. For example, when Magellan and his crew traveled west and south to find a new route to India, they learned many things about the environment. They found that the earth was round.

Listening and Speaking

Tell a Story About a Journey

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Select a focus** After students brainstorm, have them select a focus for their story. Also give them ideas for selecting how the story will be organized. ***Say:*** *You may choose to tell your story in chronological order. You could also use location order to describe the various places that the main characters visit during the journey.*
- **Point of view** Remind students that they should tell their stories using the third-person point of view, but that they should choose between omniscient and limited omniscient narration. ***Say:*** *In the omniscient point of view, the narrator knows everything about the story, including the thoughts and feelings of the characters. In the limited-omniscient point of view, the narrator describes the actions of the characters, but not their thoughts and feelings.*
- **Practice** Have students work in pairs and share their stories with each other. Have them ask for feedback on how to improve their stories.

Reading Fluency

Repeated Reading Listening and Speaking

Phrases for Conversation

Responding to a Story

Help students to understand when to use each of the phrases as they are listening to their partners' stories. Tell them that they should use the last two phrases when responding in the middle of a story. Explain that the first two phrases are for giving feedback at the end of the story.

Reading Fluency

Using Punctuation and Type Cues

Instructional Routine for Reading Fluency page lxxviii

Practice Divide the class into four groups and assign each group a punctuation mark or type cue (period, exclamation mark, italic type, and dash). Tell students from each group to raise their hands when you read text that contains their mark.

Phrases for Conversation

Responding to a Story

You could talk more about...
You could leave out the part about...
What happened next?
That is interesting.

Build Your Knowledge

The sayings and expressions used in spoken language often reflect the region and culture that the speaker is from. Listen to the Audio CD of "Coyote Flies with the Geese." Identify language that reflects the region and culture of the characters in the story.

Listening and Speaking

Tell a Story About a Journey

You read stories about Magellan's journey around the world and Coyote's journey with the geese. Now tell a story about someone who makes a journey to a new place.

1. Brainstorm ideas for a story. It can be fictional or based on a real experience of someone you know.
   a. IF FICTIONAL: Choose a plot and setting for your story. Tell the purpose of the main character's journey. What is the conflict? How is it resolved?
   b. IF TRUE: Recall details about the journey. What were the circumstances? Try to remember the thoughts and feelings you had. Why was the journey memorable?
2. Create an outline for narrating your story.
   a. Tell your story from the third-person point of view.
   b. Give your story a clear beginning, middle, and end.
   c. Use descriptive words to relate the main character's thoughts, feelings, and observations.
3. Tell your story to a partner. Use your outline as a guide.
   a. STORYTELLER: Do you need to add more details?
   b. LISTENER: Give suggestions to your partner. Is the context of the story clear? Could you imagine the situation?
4. Tell your story to the class. Connect with your audience by:
   a. Using appropriate gestures and facial expressions.
   b. Varying the volume, pitch, and pacing of your voice.

Reading Fluency

Using Punctuation and Type Cues

Paying attention to punctuation and type cues will help you become a more fluent reader.

1. Follow along silently as your teacher reads aloud paragraphs 21–25 of "Coyote Flies with the Geese." Look for these cues.
   a. Periods (.) to show when to stop and pause:
      He forgot. And looked down.
      And he fell.
   b. Exclamation marks (!) to show strong emotion:
      "My parfleche!" he howled in fright.

Differentiated Instruction • Listening and Speaking

Scaffolding

Have the students give the maps they made of Magellan's voyage to their partners. Ask their partners to talk about Magellan's journey. They should use the map to identify what direction Magellan traveled to reach the Straits of Magellan, the Philippines, and the route of the *Victoria* back to Spain. Have students listen to each other's narratives and directions and make corrections.

Extension

Have students work in small groups. Have them take turns giving directions to a place in the school or your community. They should not name the destination in their directions. The speaker should include at least two landmarks. Listeners may take notes as they listen. They can write words or sketch a map based on what they hear. Then have each listener guess the destination. If no one can guess the place, have the speaker repeat the directions, adding information.

c. *Italic* type to show which words to stress:
That's the last time *I'll* fly south for the winter.

d. Dashes (—) to show a strong break or sudden change in thought:
The earth was rushing up at him, and—

2. Your teacher will read aloud the paragraphs again. Listen to how these cues affect the intonation and expression.

3. Read the paragraphs out loud yourself. Use these cues to help you read with appropriate intonation and expression.

Vocabulary Development

Greek and Latin Prefixes

A **prefix** is a word part that is placed at the beginning of a word root to give it a new meaning. You will be able to figure out the meanings of some unfamiliar words if you know what their prefixes mean. Many prefixes come from Greek and Latin.

Greek Prefixes

Prefix	Meaning	Example Word(s)
mono–	one, single	mono + logue = monologue
tele–	far off	tele + scope = telescope

Latin Prefixes

Prefix	Meaning	Example Word(s)
mis–	wrongly, badly	mis + spell = misspell; mis + behave = misbehave
pre–	before	pre + view = preview
re–	again, back	re + play = replay; re + take = retake

Combine the prefixes with the word roots. Write as many words as you can. Use a dictionary to be sure you have made real words. Then use each word in a sentence.

Prefixes mono– re– mis– tele– pre–
Word Roots place gram trust view take write graph

When you use prefixes in your writing, be sure to spell prefixes correctly. Use a dictionary to check your spelling, if necessary.

Checkpoint
Name one Greek **prefix** and one Latin **prefix**. What does each **prefix** mean?

Vocabulary Log | Workbook page 180 | Independent Practice CD-ROM/Online

Listening and Speaking Strategies

Include facts and details Have students work in pairs. Have them choose a location in your school as a destination. ***Say:*** *Suppose you are giving directions to someone who cannot see. You must include details about things they can touch, hear, or smell.* Have students take turns giving directions with these details. Listeners should close their eyes and try to visualize following the speaker's directions. Have them evaluate each other's directions and make suggestions for changes or improvements.

Classroom Management

Connect to learning from experience Throughout this unit, students have examined the theme of learning from experience. They have analyzed informational and fictional learning experiences. Now ask them to think about their own learning experiences during this unit. Have students work in pairs and describe at least two learning experiences they had while studying the readings or doing the activities in this unit. Ask them to include sensory images in their descriptions.

Reading Fluency (cont.)

Using Punctuation and Type Cues
Practice Have students work in pairs and each select a paragraph to read from "Coyote Flies with the Geese." Have them preread for punctuation and type cues. Ask them to use the cues to help them with expression and intonation.

Vocabulary Development

Greek and Latin Prefixes

Teacher Resources: Graphic Organizers Vocabulary Log

- **Practice using a dictionary** Have students look up each of the example words in the chart in the dictionary. Have them check the spelling and the meaning of each word. Tell them to look at the origins of the word to find the definition of each prefix. Show students an example so they can locate where word origin information is found.
- **Extend** Students may wish to learn the following Greek and Latin prefixes. Write these prefixes and words on the board. Ask students to suggest sentences with the words:
  sub- (Latin: under or low) subway
  octo- (Greek: eight) octopus
  micro- (Greek: very small) microscope
  ex- (Latin: take out) expel

Reading Fluency

Paired Reading Vocabulary Development

Sample Answers
monogram, monograph, replace, review, retake, rewrite, misplace, mistrust, mistake, telegram, telegraph, preview, prewrite
This shirt has my monogram on it.
The professor wrote a monograph about comets.
I need a watch to replace my old one.
Will you please review the papers?
She has to retake the test.
Joe will rewrite the essay after he edits it.
Don't misplace your keys!
You should mistrust someone who lies.
Using the wrong verb was a big mistake.
A telegram is a message you send using a telegraph.
You should preview the book before you read it.
Brainstorming is one way to prewrite.

Checkpoint Sample Answers
Greek: tele- far off
Latin: pre-, before

Grammar

Participles and Participial Phrases

Instructional Routine for Grammar
page Txxxii

- **Preteach** Give students examples of present and past participles as verb forms. Write these examples on the board: *I am going to the store. I had waited for you for an hour.*
- **Teach** Point out the key examples for participles and the key examples of participial phrases. Have volunteers read these sentences aloud. ***Say:*** *Remember that adjectives describe a noun (person, place, thing) or a pronoun (he, she, it, etc.).* Write these examples of participles as adjectives on the board and have volunteers underline the participles in each sentence: *We were on the losing team. Where is the lost puppy? The flood was breaking news. She used the broken bat.*
- **Apply** ***Say:*** *Participial phrases have a participle and other related words. They describe a noun or a pronoun.* Write these examples on the board and have students identify the participle phrase and the noun or pronoun each identifies: *Using a new bat, she got a hit. (describes "she") Finding the puppy, they cried with joy. (describes "they")*
- **Practice exercise 1** Have students work in pairs and take turns creating at least two sentences using participles. Then have them write at least two sentences with participial phrases. (*Mr. Bueller gave Victor a knowing look; Alexandria was an exciting place to be. Looking to the north, he saw the geese. Scared by his fall, Coyote gave up flying.*)

Grammar Expansion

Combining Sentences with Participial Phrases Students will practice combining sentences with participial phrases on Workbook page 183

After Readings 1 and 2

Grammar

Participles and Participial Phrases

Build Your Knowledge

Participial phrases sometimes include **prepositional phrases.** A prepositional phrase begins with a **preposition,** a part of speech that shows a relationship between a noun or pronoun and another word. Common prepositions are **of, in, to, for, on, with, at, by,** and **about.**

Like participial phrases, prepositional phrases can be used to combine sentences. See page 294 for more information.

A **participle** is a verb form that can act as an adjective. There are two types of participals—the present participle, which always ends in **-ing,** and the past participle, which often ends in **-ed.** A participle is used as part of a verb.

When a participle is used as an adjective, it modifies a noun or pronoun. It answers the question "Which one?" or "What kind?"

The Alexandrian University was an **exciting** place to be.
(What kind of place?)

The **excited** puppy jumped up and down.
(Which puppy?)

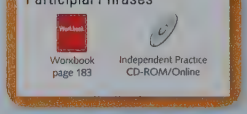
A **participial phrase** is a phrase that has a participle and related words. A participial phrase acts as an adjective. It modifies a noun or a pronoun.

The geese, **flying high in the sky,** did swoops and turns.

Landing softly, Coyote didn't get hurt.

Grammar Expansion

Combining Sentences with Participial Phrases



Participial phrases can be used to combine sentences.

Coyote saw people. The people were camping by the shore.

Coyote saw people **camping by the shore.**

Coyote landed softly. Coyote didn't get hurt.

Landing softly, Coyote didn't get hurt.

When a participial phrase is at the beginning of a sentence, always put a comma after the phrase.

Landing softly, Coyote didn't get hurt.

Differentiated Instruction • Grammar

Scaffolding

Have students work in pairs. Ask them to write three sentences with participial phrases based on the readings "Magellan's Remarkable Journey" and "Coyote Flies with the Geese." Write an example from each selection on the board as a model: *Seeing the Philippines, the sailors were happy. Flapping his fake wings, Coyote flew south.* Ask students to identify the participles in each sentence (*seeing, flapping*). Have pairs share their sentences with another pair.

Extension

Have students write a paragraph that includes participles and participial phrases. Have them choose one of the following themes to write about: swimming, dancing, playing, or walking through a park. Remind students of when to use, or not use, commas. (When the participial phrase is at the beginning of a sentence, use a comma after the phrase.)

For participial phrases in the middle or at the end of a sentence:

- Don't use a comma when the participial phrase has information that is important to understanding the sentence.

  Houses **built by Mr. Tran** are beautiful.

(The participial phrase "built by Mr. Tran" tells which houses are beautiful. This information is important. Not all houses are beautiful, only those built by Mr. Tran.)

- Use commas when the participial phrase has information that is not important to understanding the sentence.

  Nina, **excited about the trip,** packed her suitcase.

(The sentence still makes sense without the participial phrase "excited about the trip." This information is interesting, but it's not necessary to understand that Nina packed her suitcase.)

Practice Grammar Copy each sentence and underline the participle. Write **A** if the participle is used as an adjective. Circle the noun or pronoun it modifies. Write **P** if the participle is used in a participial phrase. Circle the participial phrase. Double underline the noun or pronoun it modifies.

1. The bored dog went to sleep.
2. Confused by the assignment, we asked our teacher questions.
3. The children, playing with much excitement, didn't want to come inside.
4. Mrs. Swan gave the excited winner the prize.
5. Honking loudly, the geese bothered Coyote.

Use the Grammar Independently Use each participle from Practice the Grammar to write a sentence. If the participle was used as an adjective, use it in a participial phrase in your sentence. If the participle was used in a participial phrase, use it as an adjective in your sentence.

Grammar Expansion

Misplaced Participial Phrases

Workbook page 184

Independent Practice CD-ROM/Online

Checkpoint

What is a **participial phrase**?

Workbook pages 181 182

Independent Practice CD-ROM/Online

Grouping Strategies

Group by language background Allow students with the same language background to work together occasionally. Students with similar language backgrounds can be experiencing many of the same frustrations. During this group time, students can share some of the hints, skills, and strategies they have used to help them learn the English language. Listen to these groups to gain insight on the difficulties the students are encountering with regard to grammar and conventions.

Classroom Management

Informal assessment Informal assessment and observational assessment are invaluable tools for monitoring language acquisition. As students are working in groups on the various grammar activities, listen to the discussions and questions that they share with each other. Questions and their responses are an excellent way to tell if a student has mastered the requisite skills.

Grammar (cont.)

Participles and Participial Phrases

- **Extend exercise 1** Have students return to Reading 1 and Reading 2 and find past and present participial phrases in the text. Have them share their discoveries with a partner. Ask the partner to say whether or not the words are participles used as adjectives or in participial phrases.

  Examples; *Page 235:* ***Impressed*** *by Magellan's* proposal, *the king of Spain agreed to* sponsor *him. (participial phrase) Page 247: Every day was the same: sunshine and* ***honking*** *geese… (adjective)*
- **Exercise 2** Write the following sentences on the board. Have students identify the participial phrases in each. Then have them break each sentence into two sentences.

  Having finished dinner, Bob started his homework.
  (Bob finished dinner. Then he started his homework.)
  Having brushed his teeth, Bob went to bed.
  (Bob brushed his teeth. Then he went to bed.)
  Feeling tired, Bob fell asleep before he finished his assignments.
  (Bob fell asleep before he finished his assignments. He felt tired.)
  Bothered by the noise of the TV, Bob woke up.
  (Bob woke up. He was bothered by the noise of the TV.)

Practice the Grammar Answers

1. A
2. P
3. P
4. A
5. P

Use the Grammar Answers

1. Bored from sitting all day, Rafa went for a walk.
2. The confused student raised her hand.
3. The playing children stopped for lunch.
4. Excited by the prize, Angel ran straight home.
5. The honking geese flew south.

Grammar Expansion

Misplaced Participial Phrases Students will learn to identify misplaced participial phrases on Workbook page 184

Checkpoint Sample Answer

A participial phrase has a participle and related words. It acts as an adjective, which means it modifies a noun or a pronoun.

Writing Assignment

Write a Narrative Account of a Day at Sea

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook: pp. 409-449

Vocabulary review Remind students that a *voyage* is a journey, often by sea.

Writing Prompt

Clarify point of view Read the writing prompt aloud to students. Then have students read it aloud. Point out that students will write from from Antonio Pigafetta's *point of view.* Remind them that they are going to be writing about his observations of the crew, and the ocean they are sailing across.

Read the Student Model

- **Model** Read the student model aloud to the class. ***Ask:*** *Who is writing this account?* (Pigafetta) Remind students that they need to include details that allow the reader to visualize the location. Discuss examples in the student model. ***Ask:*** *How do you visualize the Atlantic that day? What descriptive words does the author use to help you visualize what it was like on the morning of September 20?* (tired, rough, stormier, colder)
- **Grammar review** Ask students to find examples of participles and participial phrases in the model (*tired ships, losing their tempers, angered by their actions, battered ships*).

Reading Fluency

Choral Reading Student Model

Prewrite

- **Select a focus** Have students reread "Magellan's Remarkable Voyage." Have them look for an event that the King of Spain would want to know about. (the attempted mutiny, crossing the Straits of Magellan) Students may also take notes about the way the crew lived and acted as well as about Pigafetta.
- **Visualize** Remind students that **visualizing** the event means creating mental pictures of it. Have them ask themselves: *What happens during the event? Where does it happen? Who is involved? How can I help readers visualize this scene?*

Writing Assignment

Write a Narrative Account of a Day at Sea

Writing Prompt

Imagine that you are Antonio Pigafetta. The king of Spain has asked you to write a daily account of your **voyage** with Magellan. Write a narrative account that tells about the crew's experiences during one day of the **voyage.** Use participles and participial phrases to vary sentence structures.

Write Your Narrative Account

1. **Read the student model.** Notice how the student writes from Antonio Pigafetta's point of view.

Student Model



On the morning of September 20, our tired ships crossed the rough Atlantic. The weather grew stormier and colder each hour. Losing their tempers, a group of crew members tried to take control. Magellan, angered by their actions, killed the leader of the group. With the crew in control, Magellan steered the ship through the rough waters. The battered ships—and crew—survived the storm!

Writing Suggestion

As you write narratives, include ideas, observations, and recollections of the events and experiences that are described. Be sure to show why the event or experience is memorable.

2. **Prewrite.**
   a. Reread "Magellan's Remarkable **Voyage.**" Choose an event to report to the king. Look for an event that the king would want to know about.
   b. **Visualize** the event in your mind. What happens during the event? Where does it happen? Who is involved?
   c. Select a point of view. If Pigafetta is part of the event, use the first-person. If he is not, you may use the third-person.

Workbook page 185

Differentiated Instruction • Writing Assignment

Scaffolding

Have students read the student model again, looking for the words and details that helped them to visualize the experience. Have them point to and say these words. Examples may include: *morning, tired ships, colder each hour, mutinous captain,* etc. Ask students to find synonyms for these words. (dawn, early in the day, traveling long, the sailors were tired, etc.)

Extension

The writing assignment has to be written from Pigafetta's point of view. Challenge students to rewrite the account from their own point of view. Have them imagine being a sailor on board the *Victoria.* What name will they use? What chores do they do on the ship? Why did they decide to sail with Magellan? Ask volunteers to share their work with the class.

d. To help the king **visualize** the event, give a clear context. Use sensory details that will make your writing clear and vivid. Your writing should help the king create a picture in his mind.

e. Add other details from your imagination to make the account vivid. Be sure the details make sense with the reading.

3. **Write your account.** Your account should tell what happened and describe how the crew experienced the event. Tell what happens at the beginning, middle, and end of the day. Include the setting of the event. Add descriptive details. Use a respectful tone and language that is appropriate for the king.

4. **Revise.** Read over your narrative account. Revise your writing so it is clear and focused (without extra information).

a. Think of information the king may want to know. Add more details if necessary.

b. Take out information that would not interest the king and unrelated details.

Use the **editing and proofreading symbols** on page 435 to mark any changes you need to make.

5. **Edit.** Check your writing for grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find any problems and errors.

6. **Publish.** Make a clean copy of your account. Use fluid and legible cursive handwriting. Share the account with the class.

Writing Checklist

1. My writing is clear.
2. I've included enough details.
3. My writing is focused. There is no unnecessary information.
4. I used chronological order.
5. I used participles and participial phrases with appropriate punctuation to vary the structure of some sentences.

Writing Support

Punctuation

Dashes

A dash (—) is used to introduce additional emphasis or information. It can also show a strong break or sudden change in thought.

These sailors were the first to circumnavigate—sail around—the earth.
You are a very good flier—for a coyote.

When the additional information is in the middle of a sentence, use a dash before and after the information. When the information is at the end of a sentence, use a dash before the information and an end punctuation mark, such as a period, at the end.

Apply Look for places in your narrative account where you could include additional emphasis or information to sentences, or show a sudden change in thought. Insert dashes where appropriate.

Workbook pages 186–188
Independent Practice CD-ROM/Online

Arts Connection

Connect Have students create 1–2 illustrations or graphics to accompany their narrative accounts. Tell them that their images should answer at least one of the questions, *Who? What? Where? When? How?* Ask them to add a caption to each picture. Then have them share their images in small groups, and discuss. Display their narratives and their images in the classroom. Ask readers to discuss how their visualized scenes differ from the student illustrations.

Social Studies Connection

Discuss examples Have students work in small groups. Ask them to research an account of a real voyage at sea. They can use the library and/or the Internet to do their research. Have them take notes and then write a narrative describing the voyage. Remind them to answer the questions, *Who? What? Where? When? How?* Tell them to include sensory images, descriptions of locations, and participles in their narratives. Then have a representative of each group read their narrative to the class, and discuss.

Writing Assignment (cont.)

Write a Narrative Account of a Day at Sea

Prewrite (cont.)

Choose a theme Tell students to write a memorable account. Have them think about which scene was most memorable as they read "Magellan's Remarkable Journey." (the mutiny, the beach assault) Then have them consider using that as their topic.

Write Your Account

Instruct students to write in chronological order, starting with the morning, moving to afternoon, and then night. You may want to have students use a Chronological Order chart to map out their stories before they begin to write. Remind them that *tone* is the feeling intended in a piece of writing and that their tone should be courteous since they are writing to a king. Also remind them to add descriptive details, and use transitional words to move from paragraph to paragraph.

Revise

Tell students that revision is an important step in any writing assignment. Have them take this opportunity to correct mistakes, add details, and make improvements.

Edit

Have students read over their writing two times, asking themselves: *Does my story make sense? Does it create mental pictures so that my reader can visualize the event? Is my tone right? Are the events in chronological order?*

Publish

Penmanship Tell students that it is important to write legibly so that others will be able to read their accounts easily. Invite them to write either in cursive or in joined italic handwriting.

Writing Checklist

Students should use the writing checklist after they complete their first drafts and have done a revision. The checklist includes important corrections they should be sure to make during the editing process. Correct spelling and punctuation should also be reviewed during editing.

Writing Support

Clarify Read the information about punctuation aloud to the class. Then write on the board: *I had my book—I thought—until I looked in my bag.* Ask students what the sentence means. *(The speaker did not have her book and was surprised to find that out.)*

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check

Progress Check Answers

Vocabulary From the Readings
demonstrate: to show; *emerge:* to appear, to come into view; *impress:* to cause others to admire; *proof:* evidence that something is true; *voyage:* a long journey; *flap:* to move up and down, or sideways; *glide:* to fly through the air without power; to move easily and quickly over a surface; *smash:* to hit against something; to crash; *swoop:* to move quickly in a downward, and usually smooth or sweeping, motion

Academic Vocabulary
visualize: to create a picture in your mind; *location:* the place where something is or where something happens; *interpret:* to decide on the meaning of something that is not directly or clearly stated

Reading Strategies
Visualizing can help you remember each location, the movement from one location to the next, and the order of locations in the reading.

Text Genres
Magellan: informational text; Coyote: myth

Reading Comprehension
"Magellan's Remarkable Voyage" is about Magellan and his crew trying to find a sea route to India by going west and then south. In the end, they sail around the world and learn that the earth is round. "Coyote Flies with the Geese" is about Coyote learning to fly with the Wild-Geese People. He learns that he doesn't like flying south for the winter like a goose.

Spelling
first, second, fourth, eighth

Writing Conventions
underline it; quotation marks

Text Element
Captions can explain graphics, tell the main idea of a graphic, give more information about the graphic and the text, and help you relate the graphic to the text.

Listening and Speaking
You could talk more about...
You could leave out the part about...
What happened next?
That is interesting.

Vocabulary Development
A prefix is a word part added to the beginning of a root word to create a new meaning; Greek: telescope; Latin: review.

Grammar
participle: a verb form that can act as an adjective; participial phrase: a phrase that has a participle and related words.

Writing Support: Punctuation
to introduce additional emphasis or to show a strong break or sudden change of thought.

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **demonstrate, emerge, impress, proof, voyage**	232
	• **flap, glide, smash, swoop**	242
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **visualize, location**	233
	• **interpret**	240
Reading Strategies	How can **visualizing location** help you understand a reading better?	233
	How can **visualizing** movement help you understand a reading better?	243
Text Genres	What is the text genre of "Magellan's Remarkable **Voyage**"?	234
	What is the text genre of "Coyote Flies with the Geese"?	243
Reading Comprehension	What is "Magellan's Remarkable **Voyage**" about?	241
	What is "Coyote Flies with the Geese" about?	249
Spelling	Write the ordinal numbers for these cardinal numbers: one, two, four, eight.	249
Writing Conventions	What do you do to the title of a book that you write by hand? What punctuation do you use when writing song titles?	249
Text Element	How does a **caption** help the reader to understand graphics?	241
Listening and Speaking	**Phrases for Conversation**	250
	What words can you use to respond to a story?	
Vocabulary Development	What is a **prefix**? Give an example of a word with a Greek **prefix** and a word with a Latin **prefix**.	251
Grammar	What is a **participle**? What is a **participial phrase**?	252
Writing Support: Punctuation	When do you use **dashes**?	255

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Voyage to the Americas

1 Christopher Columbus helped Europe discover the Americas. Columbus thought that if he sailed west, he could reach Asia. He asked many kings and queens to help him. Impressed by Columbus's plan, the king and queen of Spain agreed to pay for his voyage.

2 So on August 3, 1492, Columbus left Spain. He sailed east with three ships. They stopped on the Canary Islands near the northwest coast of Africa. They got more supplies and repaired the ships. Then on September 6, they continued the voyage. They traveled southwest across the Atlantic Ocean. Finally, on October 12, they landed in the Bahamas. Columbus did not find a new route to Asia. He made a greater discovery—a new land.

1 **What does the word voyage mean in the following sentence?**

> Impressed by Columbus's plan, the king and queen of Spain agreed to pay for his voyage.

- **A** ship
- **B** evidence
- **C** trip
- **D** proposal

2 **What words in paragraph 2 help you visualize location?**

- **A** on August 3, 1492
- **B** near the northwest coast of Africa
- **C** with three ships
- **D** continued the voyage

3 **What is the new land that Columbus helped discover?**

- **A** Spain
- **B** the Canary Islands
- **C** Asia
- **D** the Americas

4 **What is the genre of this text?**

- **A** a folktale
- **B** a novella
- **C** a short story
- **D** an informational text

Writing on Demand: Descriptive Paragraph

Write an informational text about a place you know well. Tell what the place looks like. Tell its history. Describe its **location**. Tell about the different parts of this place. **(20 minutes)**

Writing Tip
Draw a picture of the place before you write, so that you can **visualize** the **location** of things in that place.

Study Skills

Using Reference Sources: Databases Remind students that a reference source (for example, an encyclopedia) may contain facts about a variety of subjects or a variety of facts about one subject (a textbook or nonfiction book). ***Say:*** *One kind of reference source is a database. A database contains articles, pictures, maps, music, and other information. This information is stored electronically. Some databases are on CD-ROM. A CD-ROM is a computer disk that can store large amounts of information. Other databases are on the Internet. To begin, you must decide what you want to search for. Then decide which database to use. You might start with the database in your school or local library. Then you can try a CD-ROM or the Internet.*

Check Your Progress Answers (cont.)

- **Assessment Book:** Unit 4, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 4, Chapter 2 Quiz
- **Milestones Tracker:** Unit 4, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Reading Fluency

Echo Reading "Voyage to the Americas," paragraphs 1–2

Assessment Practice

Test-Taking Strategies
Say: *When you answer a multiple-choice question, be sure to read all the possible answers before marking your choice. Cross out the answers that you know are not correct and use the process of elimination to choose the best answer.*

Answers
1. C
2. B
3. D
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

Allow students 20 minutes for this part of the assessment. Some students may want to draw a picture of their place, and then describe the elements of their drawing.

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write, 5 minutes to revise and edit
- **Read and interpret the writing prompt** Remind students to look for the important words in the writing prompt.
- **Organize quickly** ***Say:*** *Think about telling a friend about your place. Write down words, which describe it.*
- **Write** ***Say:*** *Write your introduction. Tell how your place was and how it is now. Write an ending.* (about how you feel about it, e.g.)
- **Revise** ***Say:*** *Look back at the prompt. Make sure that you have included everything. Add other details when you revise.*
- **Edit** ***Say:*** *Be sure that every sentence starts with a capital letter and ends with a period, question mark, or exclamation point. Check your spelling.* Encourage students to use italics and dashes.

Listening and Speaking Workshop

Take the Hot Seat

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Review** Remind students to use Key Vocabulary words when appropriate in their presentations. They should also use participles and participial phrases.
- **Organization of oral communication** ***Say:*** *You know that your group members will be your audience. They will be asking you questions. You need to be able to imagine yourself as the character you have chosen. Questioners need to follow what you are saying, understand who your character is, and what his or her viewpoint is. You must answer questions in the way your character would. Group members should believe you* are *that character.*
- **Delivery of oral communication** Have students think carefully about their characters before they begin. Students should be able to summarize the significant events and details in which the character is involved in the story. ***Say:*** *Your responses should show an understanding of the story so that your listeners can visualize the events and details. Use examples from the story to support your responses.*
- **Teacher modeling** Review the correct use of participles and participial phrases. Encourage students to review the selection from which they are taking their character for examples. See if they can find examples to use in their presentations. ***Say:*** *Using participles and participial phrases can make your character come alive for your listeners. For example,* "Crashing down from the sky I said, 'My parfleche!' and I made a safe landing. What a lost cause that flying south idea was!" *Who do you think is speaking?* (Coyote)
- **Determine purpose for listening** Have students listen carefully to both the responses of the person taking the hot seat and the questions that their classmates ask. ***Say:*** *Do not ask a question that has already been asked by someone else. Be sure to ask questions that get information that has not been discussed yet.*

UNIT 4
Apply & Extend

Objectives

Listening and Speaking
Take the hot seat

Media
Analyze implied media messages

Writing
Write a screenplay

Projects

Independent Reading

Listening and Speaking Workshop

Take the Hot Seat

Topic

Hot seat is an expression that describes a situation where someone is the focus of a lot of attention. You and your classmates will put one of the characters you read about in the hot seat. One of you will play the part of the character and respond to a series of questions from the hot seat. The others will ask the questions.

1. **Choose and examine a character.**
   a. In a group of four, choose a character from one of the readings. Then decide who will take the Hot Seat
   b. Discuss the characteristics of that person. Look for quotations or descriptions in the reading that help you understand the person better.
2. **Prepare.**
   a. If you will take the hot seat: **Visualize** the individual. Imagine movements, speech patterns, and facial expressions. Practice being the person.
   b. If you will ask questions: Prepare at least two questions to ask. Consider these prompts: Why did you...? What did you mean by...? How did you feel when...? How did you react to...?
3. **Conduct the activity.**
   a. Questioners: Take turns asking your questions. Liste carefully to the responses.
   b. Hot seat character: Respond to each question in a way you think the character would answer. Your speech, movements, and emotions should reflect your character and his or her culture and region.
4. **Evaluate the "hot seat" experience.**
   a. Use the **Speaking Self-Evaluation** to evaluate how well you played the role of the character.
   b. Use the **Active Listening Evaluation** to evaluate how well you played the role of listener.
   c. What did the experience teach you about the characteristics and motives of the character?

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Have students complete a *To Do* List for their oral presentations. When students are done, work as a class to make a master list. A sample list is:

- Think about how the character speaks
- Think about how the character appears to others—how he or she looks and acts
- Think about the problem(s) the character faces
- Think about what makes the character do certain things
- Practice delivering the presentation

Extension

Have students work in pairs. Have each pair choose a character from one of the readings. Have them examine that character and decide how each would speak, act, look, and feel. Then have each pair take the hot seat in front of the class, and have the class ask both characters questions. Encourage listeners to ask questions about the relationship between the two characters. Afterwards, have the class give feedback to the pair about how realistic their presentations were.

Speaking Self-Evaluation
1. I answered questions the way I thought the character would answer.
2. I used words and expressions I thought the character would use.
3. I moved and acted the way I thought the character would move and act.
4. I stayed in the role of the character through the whole activity.

Active Listening Evaluation
1. The ideas shared in my group helped me prepare to play the role of the character.
2. I responded appropriately to questions.
3. I listened carefully to the person in the hot seat who answered my questions.
4. I could tell the character's feelings from his or her responses and actions.

Media Workshop

Analyze Implied Media Messages

In "Seventh Grade," Michael mentions a magazine where he "noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and scowl." The message that Michael got from the pictures was that men who scowl are popular. This was an **implied message**—an idea that is communicated without being stated directly. The media communicates with words, but they also send implied messages with **images**, physical positions, sounds, lighting, and camera angles.



1. Watch a local television news program with a parent or an adult family member.
   a. What is the lead story? Who presents it?
   b. How does the news make you focus on certain events?
   c. Describe the lighting and camera angles.
   d. What implied messages do you get from these details?
2. Look at the covers of two different popular magazines.
   a. Describe what each cover looks like.
   b. What do you notice about the image on each cover?
   c. What implied messages do you get from these details?
3. Talk with your classmates.
   a. What did you learn about implied messages?
   b. How do implied messages try to convince people to think in a certain way?
   c. How does the media cause you to focus on certain events and form certain ideas and **opinions** on issues?
   d. What would you say to Michael about the implied message in his magazine?

Build Your Knowledge

When you watch news programs or look at magazines, ask yourself these questions:
1. What is the purpose of this type of media?
2. Who is the intended audience?
Your answers to these questions will help you determine if you can rely on them as sources of accurate information.

Home Connection

Connect Have students ask family members to talk about an explorer who interests them. The explorer might be long dead or someone who is exploring today. Have students prepare a list of questions. Brainstorm this list with the class. Guide students in framing *who? what? where? when? how?* questions. Ask students to take notes during their interviews. During the next class, have them work in small groups and share what they learned.

Arts Connection

Connect Have students do research in the library and/or the Internet to find a portrait of one early explorer. Students may be surprised to learn that there are no portraits of Columbus, for example, that were done during his lifetime. Ask students to draw a portrait based on ones they find. They can either copy an original or they can draw or paint their own portrait inspired by their feelings about the explorer. They should label their portrait and include it with their presentations about Magellan and the Age of Discovery.

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

Organization and delivery of oral communication ***Say:*** *Self-evaluations are a very important part of learning. They help us learn what we did well and what we did not do well. Our mistakes show us what we need to learn. Everyone has something they can improve on.*

Active Listening Evaluation

- **Assess** Have students read the Speaking Self-Evaluation checklist before giving their presentation in order to know what points they need to cover when they give their presentation. Tell them the checklist will also give them an idea of what to listen for during others' presentations.
- **Analyze oral presentation** Tell students the purpose of feedback is to help speakers improve their presentations the next time, not to make them feel bad about their mistakes. Explain that active listeners pay attention when other students are presenting and think about what they are hearing. Good listeners learn about the material and speaking strategies from other students' presentations.

Media Workshop

Analyze Implied Media Messages

Vocabulary development Define *implied* for students as "suggested, but not directly said." Define *media* as all the different forms of mass communication, such as television, newspapers, internet articles, magazines, books. ***Say:*** *When someone* implies *something, we have to interpret, or figure out, his or her meaning.*

Reading Fluency

Reading Words in Chunks Media Workshop, first paragraph

Writing Workshop

Write a Screenplay

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

- **Preteach vocabulary** ***Say:*** Screenplays *are plays that are made into movies. They are based on a story, sometimes true and sometimes fictional. They have dialogue. They also have descriptions of the setting and the actions of the characters.*
- **Grammar review** Encourage students to use participles and participial phrases in their screenplays.

Writing Prompt

Teacher model Read the prompt aloud to students. Remind them that they are taking a scene from one of the stories and changing it. Give them an example of changing a scene from "Seventh Grade." ***Say:*** *In my screenplay, Michael scowls all the time, just like in the story. But the girls all love him for it. They all want to be his friend.*

Prewrite

Read the student model Have volunteers read the student model aloud. Ask for volunteers to read the characters; have one volunteer serve as narrator and read the stage directions in parentheses.

Write a Draft

Organizational strategies Before students write a draft of the screenplay, have them come up with a time and a place for their scene. Have them decide on the basic plot. Encourage them to plan or improvise the basic action and dialogue. Then they can write down their improvised ideas. Remind them that to describe how the character is feeling or what the character is doing in parentheses as stage directions. Write an example on the board: Teresa: (surprised) Why, Victor, you don't know French at all!

UNIT 4

Apply & Extend

Writing Workshop

Write a Screenplay

A **screenplay** is the written script of a movie. A movie director needs a screenplay that tells the story of the movie. Even if a story was already written as a novel or other narrative, it needs to be rewritten as a screenplay t describe how the action will appear on the movie screen.

Writing Prompt

Change a scene from "Seventh Grade" or from "Coyote Flies with the Geese" into a screenplay. The script should include dialogue between characters, descriptions of the setting, and directions of the action. Then act out the screenplay with your classmates.

Writing Suggestion

To write your screenplay, you need to make judgments about what material from the original story to keep, what to leave out, and what new material to add in. Use the text and your own knowledge about movies when you write.

PREWRITE

1. Read the student model. It will help you to understand the form and structure of a screenplay.
2. Work with a group of four or five classmates.
   a. Choose a scene from "Seventh Grade" or "Coyote Flies with the Geese" that has opportunities to write dialogue and to describe action.
   b. Identify the characters who will speak the dialogue.
   c. Make notes about actions in the scene that will need to be included in the screenplay.

WRITE A DRAFT

1. Write the scene heading. It tells if the scene is inside (INT.) or outside (EXT.), the location, and the time of da
2. Develop the dialogue for your script.
   a. Decide which characters will speak lines in the scen
   b. Use lines spoken in the original reading as a guide. You do not have to include every line.
   c. Write new lines to add to the dialogue. Make sure they fit the story.
3. Indicate in parentheses how characters should say certain lines. This description is called a "wryly."
4. Write narrative descriptions around the dialogue in th present tense. They should include
   a. the details of the setting that need to be visualized.
   b. the characters' actions that are important to show.

Differentiated Instruction • Writing Workshop

Scaffolding

Have students use a **Word Web** to generate ideas for their screenplays. Have them write their choice of a scene from one of the stories—*Coyote* or *Seventh Grade*—in the middle circle. Have them draw five lines extending from the middle. Ask them what topics come to mind when they think of the scene. ***Ask:*** *Who was in the scene? What happened?* Then have them draw another Word Web. Ask them to think of something different happening in the scene. Have them complete the Word Web with their ideas.

Extension

Have students use their screenplays as inspiration for a short story. The short story can use the plot, setting, and characters from their screenplay. Remind students that their stories should have a conflict. Tell them that it should have at least two actions leading up to the climax, and at least one action after the climax. If they wish, students can share the stories with the class.

Writing Workshop (cont.)

Student Model

- Ask student volunteers to explain the main idea of the student model. (Possible answer: The servant won't let Kino's son see the doctor because he thinks Kino's pearls are not really worth anything.)
- **Analyze model** ***Ask:*** *What is happening in the model? What question do you ask yourself as you read it?* (Kino's son Coyotito needs to see a doctor. Will the servant let him see the doctor?) *What does this question have to do with the rest of the screenplay?* (We wait to see what will happen. Kino pays, and then threatens the servant. We find out the servant and Kino come from the same place. Maybe they grew up together. We see the servant reject Kino at the end.)
- **Review writing conventions** Point out that the characters' names are in capital letters. The stage directions are in parentheses.

Reading Fluency

Use Pace and Expression to Read a Dialogue Student Model

Student Model This student's screenplay is based on a scene from The Pearl, which you read in Unit 3 Chapter 1.

Title and Screenplay Writer

"The Pearl"
by Tatiana Ingersol

Scene heading

EXT. CENTER OF TOWN—MORNING

Narrative description

A crowd of people walk down a street in town. Big stone houses are on either side. Kino leads, then Juana, who is holding Coyotito wrapped in a blanket. Several neighbors follow.
They arrive to the gate of the doctor's house. Kino stops, claps his hands and takes off his hat. A servant opens the gate just wide enough for his face to be seen.

SERVANT:

Yes?

KINO:

My little son has been stung by a scorpion. The doctor must see him.

The servant looks over Kino's shoulder at the bundle in Juana's arms. Then he looks down at the ground.

Dialogue block

SERVANT:

Do you have any money?

Pause.

KINO:

You cannot put a price on the health of my son. But if money is all the doctor cares about, take these pearls.

Kino places eight ugly pearls in the servant's hands, then grabs him by the wrist.

KINO:

(forcefully) You know where I come from. It is the same place you come from. Don't forget just because you serve in their house.

Kino lets go of the servant's wrist. The servant nervously shuts the gate. Kino looks back at Coyotito. His expression is worried. The neighbors look at each other but are quiet. The gate opens again.

Character

SERVANT:

Wryly

(embarrassed) The doctor is out. He was called to a serious case.

The servant places the pearls back in Kino's hand and quickly closes the gate.

Dialogue

Kino looks at the pearls, clenches his fist, then hits the gate very hard.

Writing Strategies

Use a graphic organizer Have students use a **Story Map** to help plan their scene. Ask them to write what will happen at the beginning, in the middle, and at the end of their scene. ***Say:*** *If you don't have an entry for one of the columns, then you haven't explained the story well enough. Keep working. After you have filled out your Story Map, you can begin writing your scene.*

Listening and Speaking Strategies

Interpret verbal and nonverbal messages Have students work in pairs. Have them read their scripts aloud to each other. Tell them to act out all the parts. Have the listener write at least one word that describes how each person in the script sounds *(happy, mad, excited)* Then have them share their observations and discuss whether this was what the author intended to communicate. Students should then exchange scripts and repeat the exercise.

Writing Workshop (cont.)

Teacher Resources: Graphic Organizers: Venn Diagram

Revise

Revise to improve focus

1. Refer students to the **Revising and Editing Checklist**. Read the checklist aloud. Have students ask these questions as they examine their scripts in a group.
2. **Peer review checklist** Read this box aloud. Then have students exchanges scripts. Encourage students to ask their partner questions about anything they don't understand.
3. Review the editing and proofreading symbols on page 435 with the class.

Edit

Monitor After students have written their first drafts, have them make a list of errors they found in their scripts. The errors might have to do with grammar, spelling, or punctuation. Collect these lists. They will help you know what to review with students.

Publish

Typeset Tell students that true screenplays are typed using a monospace font. Have them follow the style and format of the student model on page 261.

Revising and Editing Checklist

Evaluate Students should not answer the items on the **Revising and Editing Checklist** with a simple yes or no. They need to evaluate themselves thoroughly. They should use words like *excellent, good, fair, poor.* ***Ask:*** *Are your characters and their actions interesting? Does the scene seem like the original story? Is dialogue similar to the reading, but not exactly the same? Did you include stage directions in parentheses to tell how lines are to be said?*

Reading Fluency

Choral Reading Revising and Editing Checklist

Peer Review Checklist

Edit and revise After students exchange and read scripts, have them add one additional criterion to the **Peer Review Checklist** that they think is important. Offer some examples: *The script made me want to see more of the movie.* Or: *The screenplay made me think about the original story in a new way.*

UNIT 4

Apply & Extend

REVISE

1. Read the script quietly to yourself. Use the **Revising and Editing Checklist** to help you evaluate and revise your script.
2. Exchange scripts with a classmate. Ask your classmate to use the **Peer Review Checklist** to suggest ways you can improve your script.
3. Revise your script again. Use your classmate's comments to help you improve your writing.
4. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.

EDIT

1. Reevaluate your script using the **Revising and Editing Checklist.**
2. Fix any errors in grammar, spelling, and punctuation.

Peer Review Checklist

1. The screenplay has a title.
2. The narrative descriptions set up the dialogue well.
3. The dialogue is true to the original story.
4. I can picture this scene acted out in a movie.
5. The screenplay would be better if _____.

Revising and Editing Checklist

1. I included a scene heading at the beginning of my screenplay.
2. My dialogue is based on the reading without copying it exactly.
3. My narrative descriptions only include details that can be shown visually.
4. I use a wryly to describe how some lines of dialogue should be spoken.

Writing Suggestion

To help you use a word-processing program with ease, learn its various features (such as editing and spell check) and computer-related terms, such as **cursor, software, memory, disk drive,** and **hard drive.** For more information, see pages 443–444.

PUBLISH

1. Use a word-processing program to type your script. Use the program's spell check and proofread the final version for typing errors. Make any necessary corrections.
2. Ask classmates to help you play the roles of characters in your screenplay.
3. Read through the screenplay and practice the dialogue.
4. Perform the scene for your class.

Differentiated Instruction • Writing Workshop

Scaffolding

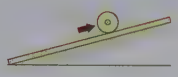
Have students write each item from the Revising and Editing Checklist on a separate card. Have them do this for the items on the Peer Editing Checklist as well. As students read their own and others' screenplays, have them mark on these cards when an item is satisfied. At the end, pairs should discuss what was missing or not strong enough.

Extension

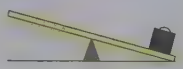
Once everyone has performed their scripts, have students choose one and write a review. Have them use the principles of the peer review as they write. Tell students they can use the first person. Also tell students that they should give their opinions in a respectful way. Tell them they should distinguish between facts (the words in the script) and their opinions about it.

Projects

Choose one or more of the following projects to explore the theme "Learning from Experience" further.



inclined plane



lever and fulcrum

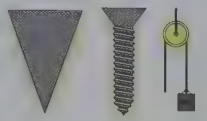
PROJECT 1

Write a Technical Manual for a Simple Machine

1. Do you recognize these simple machines? How do they work? Look in a science book for information about them.
2. Find an **example** of one of these machines in everyday life.
3. **Create** a technical manual for your machine. Write steps explaining how to use it. Draw a picture and label its parts.
4. Have a partner follow your instructions to use the machine.



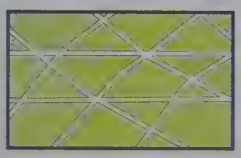
wheel and axle



wedge screw pulley

PROJECT 2

Locate an Unfamiliar Place



1. Copy the map grid shown. Draw landmarks of an imaginary place: houses, stores, a school, a library, a park. Add names to the streets.
2. Choose a starting and an ending **location** for a trip. Write step-by-step directions for how to get from one place to the other. Use the landmarks as points of reference.
3. Give your map to a partner. Tell where the starting point is. Read your directions to the ending point. Your partner will follow your directions on the map.
4. Summarize the directions your partner gave you. Were they clear? Did you follow them carefully?

PROJECT 3

Compare Myths from Different Cultures

1. Read the description of the book *Mythology* on page 264. Try to find this book in your school or local library.
2. Read the story called "Daedalus" in Part Two. Explain what happens to Icarus in your own words.
3. Reread "Coyote Flies with the Geese" (page 244). Compare Coyote to Icarus. Make a list of similarities and differences. Write a paragraph to compare and contrast the two.
4. Look at this **image** of Daedalus and Icarus. Compare it to the image of Coyote on page 245. Discuss with a partner who Coyote is more similar to: Daedalus or Icarus.
5. Give a theory about why different cultures have similar tales.



Listening and Speaking Strategies

Practice nonverbal communication Remind students to be aware of communicating nonverbally as they perform their screenplays. ***Say:*** *Think how each character would move. What expression might the character's face show? Would they be speaking loudly or softly? What would they be doing with their hands?* Have students work in pairs or small groups to practice their performances and give each other feedback on their nonverbal messages.

Cultural Connection

Discuss examples Have students discuss scenes they remember from movies and television shows. Have them think of one in which the character or characters learn from experience. ***Ask:*** *What do these characters learn? How do they learn it?* Invite students to write a review of the show or movie with the theme "Learning from Experience." Have volunteers read their reviews to the class.

Unit 4
Apply & Extend

Projects

PROJECT 1: Write a Technical Manual for a Simple Machine

Prepare Discuss the items pictured on page 263. Ask students if they recognize them. Have a volunteer read the captions with each diagram while the rest of the class reads along. Have students name some examples of simple machines: the wheels of a car (wheel and axle); the string you pull window blind with (pulley); a screw used for building things (screw); a seesaw (lever and fulcrum); a triangular doorstop (wedge).

Reading Fluency

Paired Reading Project 1

PROJECT 2: Locate an Unfamiliar Place

Give directions Explain to students the four cardinal directions: north, east, south, and west. Tell them that these directions are the same no matter where you are. On the other hand, the words *left* and *right* are relative to the way a person is facing.

PROJECT 3: Compare Myths from Different Cultures

Compare and contrast Have students work in pairs to compare the myth of Daedalus and the "Coyote" story. Have them complete a 2-column chart comparing the characters, setting, plot, problem, and resolution of each story.

Independent Reading

- **Use the library** ***Say:*** Tell students that they can find other books that relate to the unit theme in a library's catalog. The catalog is a computer database that contains information on all the books in a library, and sometimes in other libraries within a network. To find related titles, students can enter the phrases "friendship" or "experience" in the search area of the catalog. If they have difficulty, they should check with a librarian.
- **Read summaries** Advise students that it can be helpful to read the first few pages of a book. This way, they can decide if they like the way the author writes. Summaries on the back cover provide a general overview of a book, too.
- **Reading log** Have students keep a Reading Log of their independent reading. Explain that a *log* is like a journal. It is a place to write down reactions to a book. Students can also keep track of how many pages they read each day. They can use the log to set personal goals for how much they will read. Have students periodically give you their logs so that you can monitor their progress and comprehension.

Apply & Extend

Heinle Reading Library

The Prince and the Pauper
by Mark Twain
In a specially adapted version by Shirley Bogart

Edward Tudor and Tom Canty are two young boys who look exactly alike. However, one is the heir to the throne of England, and the other a mere pauper's son. When they meet, they decide to change roles, and learn from this experience what it is like to walk in the other one's shoes.

Independent Reading

Explore the theme "Learning from Experience" further by reading one or more of these books.

Baseball in April and Other Stories by Gary Soto, Harcourt, 2000.

All 11 of this book's stories give us a peek into the lives of everyday kids in California's Central Valley, and how they deal with many different experiences like first dates, trying out for sports teams, and embarrassment. Each story focuses on a different Latino family.

Mythology by Edith Hamilton, Little, Brown and Company, 1942.

Many of the cherished classical Greek myths are included in this collection. The interactions between gods heroes, mortals, and monsters are ancient and fantastical but the stories contain lessons that modern readers can learn from and apply in everyday life.

A Long Way From Chicago by Richard Peck, Puffin Books, 1998.

Joey and Mary Alice, a brother and sister living in Chicago during the Depression, are sent to spend summers in their grandmother's quiet Illinois town. They find more adventures there than in the big city, learn about a different kind of lifestyle, and experience what ca happen when you try something new.

The Ashwater Experiment by Amy Goldman Koss, Dial Books, 1999.

By the time she starts seventh grade, Hillary Siegal has been in 17 different schools. She has enjoyed never staying in one place, but this time she won't be moving on so fast. Read about how Hillary allows herself to get t know her classmates not as just "types" but as friends.

Midnight Fox by Betsy Byars, Puffin Books, 1968.

Tom isn't sure how he feels about living on a farm for two whole months. He's never been around animals muc and he's away from his best friend. But one night he discovers a fox and her cub, and he doesn't feel so lonely anymore. Read how the experience changes his feelings about the farm and the animals he comes to protect.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's narrative account, which may contain errors. Then answer Questions 1 through 4.

Land Ho!

(1) I finally have good news! **(2)** Seeing nothing for many weeks, the crew was ready to go home. **(3)** Columbus said If we don't see land in three days, we'll go back.

(4) Last night October 12 I was on night watch. **(5)** The wind howling like a wolf wrapped around me. **(6)** At about 2 AM, I looked through the telescope. **(7)** I saw a spot of white glittering in the distance. **(8)** Was it a breaking wave or a gull? **(9)** No! It was sand. **(10)** I laid down the telescope. **(11)** "Land Ho!" I shouted. **(12)** Now the sun raises, and all the sailors see the land. **(13)** But I, Rodrigo de Triana, was the first!

1 **How should you fix the punctuation of sentence 3?**

- **A** Columbus said "If we don't see land in three days, we'll go back."
- **B** Columbus said "if we don't see land in three days, we'll go back."
- **C** Columbus said, If we don't see land in three days, we'll go back.
- **D** Columbus said, "If we don't see land in three days, we'll go back."

2 **Which revised sentence shows a correct use of dashes?**

- **A** Seeing nothing for many weeks—the crew was ready to go home.
- **B** Last night—October 12—I was on night watch.
- **C** "Land Ho!"—I shouted.
- **D** No!—It was sand.

3 **Which of the following is the correct use of commas with the participial phrase in sentence 5?**

- **A** The wind howling, like a wolf, wrapped around me.
- **B** The wind, howling like a wolf wrapped, around me.
- **C** The wind, howling like a wolf, wrapped around me.
- **D** The wind howling like a wolf wrapped around me.

4 **Which verb is misused?**

- **A** Sentence 6: "looked" should be "liked"
- **B** Sentence 7: "saw" should be "seen"
- **C** Sentence 10: "laid" should be "lied"
- **D** Sentence 12: "raises" should be "rises"

Writing on Demand: Narrative Account

Write a narrative account about your first day of school this year. Tell what you saw, what you did, and how you felt. Use participles and participial phrases. **(20 minutes)**

Writing Tip

Remember the rules for using commas with participial phrases.

Study Skills

Time Management Students should determine the right amount of study time they need each day. Students should study in blocks of time that are appropriate for them. This amount of time will vary for each student. Study time can be broken up into smaller blocks of time for students who become restless after a short time and need more frequent breaks. Difficult material might also require shorter blocks of study time. It is also a good idea if this study time occurs at the same time every afternoon or evening. Students may find it helpful to keep a study diary for a week, noting how long it took to study each study subject. They can use this data to establish an appropriate amount of time for their regular study hours.

Unit 4
Milestones to Achievement

- **Assessment Book:** Unit 4 Exam
- **Teacher Resources:** *ExamView®* Unit 4 Exam
- **Milestones Tracker:** Unit 4 Exam
- **Workbook:** Assessment Practice Pages

Reading Fluency

Use Punctuation and Type Cues "Land Ho!"

Writing: Draft and Revise

Grammar review ***Say:*** *Remember to punctuate participial phrases with commas when you do not need the phrase in order to understand a sentence.* Write an example on the board: *Jane, running away, fell down.* ***Say:*** *In this sentence, we can take away the participle phrase* running away, *and we can still understand the sentence.* Also remind students to keep in mind what they have learned about commonly misused verbs as they write.

Answers
1. D
2. B
3. C
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize, 10 minutes to write, 5 minutes to revise and edit
- **Interpret writing prompt** ***Say:*** *Write an essay about your first day of school. Write what you saw, did, and felt.*
- **Organize quickly** Have students outline the order in which they will share what happened. Have them jot down impressions and ideas and then put these in order.
- **Revise** ***Ask:*** *Did you use correct punctuation? Did you use dashes for emphasis? Is the spelling okay?* Have students fix any grammar, punctuation, or spelling errors. Have them read their account to a classmate.
- **Reteach and Reassess** For students who are having trouble writing a narrative account, ***Say:*** *When you write a narrative account, you should visualize what happened. See it in your mind. Think about the event. Think about where it happened. Think about who was involved. Think about what they did and how they did it. As you visualize, look for details.*

Reading

- **Use context clues to determine meaning** Remind students that if they do not know the meaning of a word, they can use context clues to figure it out. Write on the board: *Coyote was **impressed** by Bluebird's unusually beautiful feathers.* Underline the word *impressed.* ***Say:*** *Let's figure out what* impressed *means using context clues. We usually like something* beautiful. *Something* unusual *is striking, it makes us pay attention. So, we can guess that* impressed *means that Coyote was really struck by the beauty of Bluebird's feathers.*
- **Grammar review** Have students find a commonly misused verb in paragraph 3. *(sat)* Ask students to identify the participles in paragraph 4. *(convinced, standing)*
- **Reteach and Reassess** Some students may have trouble with context clues to determine meaning. You may wish to have them review the concept. ***Say:*** *Let's use context clues to figure out the meaning of a word in this myth.* Write this sentence on the board: *And so the fur of all coyotes has the dull color of dust to this very day.* Underline the word *dull.* ***Say:*** *This sentence tells us that coyotes have fur the color of dust. We know that dust is brown. We know that dust is not very pretty, and dust is not very interesting to look at. It makes sense, then, to assume that* dull *means* ugly *and* boring.
- **Reteach and Reassess** For students who are having trouble with participles, you may wish to have them review the concept. Write on the board: *Impressed, Coyote sat next to Bluebird's tree and waited for her.* ***Say:*** *Remember, a participle is a verb form. A participle may be used as an adjective.* Point to the sentence on the board. ***Say:*** *This sentence contains a participle.* ***Ask:*** *What is the participle in this sentence?* (Impressed) ***Say:*** *This participle is used as an adjective. Ask: What does this participle modify?* (Coyote)

Reading Fluency

Choral Reading "Coyote and the Bluebird"

Reading

Read this myth. Then answer Questions 1 through 8.



1 Long ago, Bluebird's feathers were the color of dust. She did not like her ugly color. She was fascinated by the color of the lake near her home. It was as blue as the sky after a storm. Bluebird longed to be the color of that beautiful lake.

2 Flapping her wings one morning, Bluebird glided down from her tree to the blue lake. Then she bathed in the water three times. After each bath, she sang, "Blue water. Still water. I went in. I am blue." Bluebird repeated this every morning. On the third day, she came out of the lake with beautiful blue feathers.

3 Now Coyote was a trickster—and hungry too. He lingered behind Bluebird's tree every day and watched her go to the lake. He wanted Bluebird for lunch, but he was afraid of the blue water. On the third morning, Coyote saw Bluebird come out of the lake with beautiful blue feathers. Impressed, he sat next to Bluebird's tree and waited for her. When she returned, he asked, "How did you get blue feathers? I want to be blue like the mountains too." Bluebird mistrusted Coyote, but she taught him how to bathe three times each morning and how to sing her song. Coyote did what she said, and after three days of bathing in the lake, his white fur turned deep blue.

4 Convinced that blue fur was even more beautiful than blue feathers, Coyote forgot all about being hungry. He ran as fast as he could to the top of the hill. Standing on his back legs, he raised his front legs off the ground and howled. But Coyote slipped and rolled down the hill. He couldn't stop himself, and the dust and dirt covered his new blue fur. He rolled and rolled until he smashed into Bluebird's tree. No matter how much he tried, foolish Coyote could not shake the dust from his fur. And so the fur of all coyotes has the dull color of dust to this very day.

1 **What does the word lingered mean in the following sentence?**

> He lingered behind Bluebird's tree every day and watched her go to the lake.

A floated in the air
B waited around
C climbed to the top
D jumped up and down

2 **What does the word foolish mean in the following sentence?**

> No matter how much he tried, foolish Coyote could not shake the dust from his fur.

A silly
B happy
C angry
D curious

3 **Where does the coyote go after his fur turns blue?**

A to the lake
B to the tree
C to the cave
D to the hill

4 **What words does the author use to help you visualize the color blue?**

A bird, coyote, dirt, dust
B flapped, glided, bathed, ran
C sky, beautiful, deep, mountains
D fur, feathers, morning, tree

5 **How does Bluebird feel about Coyote?**

A curious
B afraid
C fascinated
D mistrustful

6 **What makes Coyote a trickster?**

A He wants to eat Bluebird but pretends to be curious.
B He wants to sing Bluebird's song but doesn't know the words.
C He wants to fly like Bluebird to be near the mountains.
D He wants to swim in the lake but is afraid of the water.

7 **Which phrase from the text is a participial phrase?**

A Long ago
B blue like the mountains
C Flapping her wings one morning
D rolled down the hill

8 **Which word from the text has a Latin prefix?**

A Bluebird
B feather
C mistrusted
D beautiful

Unit 4
Milestones to Achievement

- **Reteach and reassess visualizing** For students who are having trouble with the concept of visualizing, you may wish to review the reading strategy. ***Say:*** *When we visualize, we create a picture in our minds. We see what we are reading or thinking about. Visualizing helps us understand details in a story.* Write on the board: *Her sparkling, white teeth seemed to shine when she smiled.* ***Ask:*** *What words in this sentence help you visualize her teeth?* (sparkling, white, shine)
- **Reteach and reassess participial phrases** For students who are having trouble with participial phrases, you may wish to review the concept. ***Say:*** *A participial phrase is a phrase that has a participle and related words. A participial phrase acts as an adjective. It modifies a noun or a pronoun.* Write on the board: *Running as fast as she could, Aziza caught the bus.* ***Ask:*** *What words make up the participial phrase in this sentence?* (Running as fast as she could) *What word does this phrase modify?* (Aziza) *Is that word a noun or a pronoun?* (noun)
- **Reteach and reassess prefixes** For students who are having trouble with prefixes, you may wish to review the concept. ***Say:*** *Remember, a prefix is a part that is added to the beginning of a word. A prefix gives the root word a new meaning. It is helpful to learn what prefixes mean. Knowing what a prefix means can help you understand the word. For example, the prefix* re- *means* again *or* back. ***Ask:*** *If the prefix* re- *means* again, *what is the definition of the word* replay*?* (play again) *What is the definition of the word* retake? (take again) ***Say:*** *Think of other words that begin with the prefix* re-. ***Ask:*** *What words can you think of?* (Possible anwers: return, review, rewind)

Answers
1. B
2. A
3. D
4. C
5. D
6. A
7. C
8. C

UNIT 5 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Word Web, Vocabulary Log, Business Letter
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 5, Chapter 1
ExamView Assessment: Unit 5, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 5, Chapter 1 Quiz

Milestones Tracker
Unit 5, Chapter 1

Audio Program
CD 3, Tracks 2–3

Student Book
Unit 5, Chapter 1, pp. 268–299
Milestones Handbook, pp. 409–449

Workbook
Unit 5, Chapter 1, pp. 189–208

Independent Practice CD-ROM
Unit 5, Chapter 1

Heinle Reading Library
Eleanor Roosevelt, by Shannon Donnelly

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 268–269) 40 MIN. Explore the Theme (p. 269) 40 MIN. Theme Activity (p. 269) 40 MIN. Chapter Focus Question (p. 270) 10 MIN.		Choral Reading *Explore the Theme, questions (p. 269)
2	Student Book, Workbook	About the Reading (p. 270) 15 MIN. Build Background (p. 271) 40 MIN. Use Prior Knowledge (p. 271) 40 MIN. Vocabulary From the Reading (p. 272) 45 MIN.	Workbook (p. 189)	Reading in Chunks *Build Background (p. 271)
3	Student Book, Workbook	Academic Vocabulary (p. 273) 45 MIN. Reading Strategy (p. 273) 40 MIN. Text Genre (p. 274) 35 MIN. Meet the Author (p. 274) 20 MIN.	Workbook (p. 190)	Paired Reading *Meet the Author (p. 274)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 274) 15 MIN. Reading Selection (pp. 275–283) 125 MIN.	Workbook (p. 191)	CD Assisted Reading *"The Circuit," paragraphs 1–3 (p. 275)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 275–283) 140 MIN.	Workbook (p. 192)	Echo Reading *"The Circuit," paragraphs 30–31 (p. 283)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 284) 45 MIN. Academic Vocabulary (p. 284) 45 MIN. Reading Comprehension Questions (p. 285) 30 MIN. Literary Element (p. 285) 20 MIN.	Workbook (p. 193)	Repeated Reading *Literary Element (p. 285)
7	Student Book, Workbook	About the Reading (p. 286) 20 MIN. Build Background (p. 286) 20 MIN. Vocabulary From the Reading (p. 286) 30 MIN. Reading Strategy (p. 287) 40 MIN. Text Genre (p. 287) 30 MIN.	Workbook (pp. 194–196)	Reading Words in Chunks *Text Genre (p. 287)
8	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 287) 25 MIN. Reading Selection (pp. 288–290) 90 MIN. Reading Comprehension Questions (p. 291) 25 MIN.	Workbook (p. 197)	Echo Reading *"Many Changes" (p. 290)
9	Student Book, Workbook	Spelling (Workbook p. 198) 15 MIN. Writing Conventions (Workbook p. 199) 15 MIN. Connect Readings 1 and 2 (p. 291) 20 MIN. Listening and Speaking (p. 292) 60 MIN. Reading Fluency (pp. 292–293) 30 MIN.	Workbook (pp. 198–199)	Use Pace and Expression to Read a Dialogue *Phrases for Conversation (p. 292)
10	Student Book, Workbook	Vocabulary Development (p. 293) 40 MIN. Grammar (pp. 294–295) 100 MIN.	Workbook (pp. 200–204)	Reading Words in Chunks *Vocabulary Development, paragraph 1 (p. 293)
11	Student Book, Workbook	Writing Assignment (pp. 296–297) 60 MIN. Writing Support (p. 297) 20 MIN. Progress Check (pp. 298–299) 60 MIN.	Workbook (pp. 205–208) Have students study for the Chapter 1 Assessment.	Paired Reading *Student Model, body of letter (p. 296)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 5, Chapter 1 Quiz) 140 MIN.		Echo Reading *"My Family's Military Moves," paragraphs 1–2 (p. 299)

UNIT 5 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Squares, Vocabulary Log, Word Web, Reading Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 5, Chapter 2
ExamView Assessment: Unit 5, Chapter 2 Quiz
ExamView Assessment: Unit 5 Test
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand, Rubric for Oral Presentations

Assessment Book
Unit 5, Chapter 2 Quiz
Unit 5 Test

Milestones Tracker
Unit 5, Chapter 2

Audio Program
CD 3, Tracks 4–7

Student Book
Unit 5, Chapter 2, pp. 300–327
Unit 5, Apply & Extend, pp. 328–334
Unit 5, Milestones to Achievement, pp. 335–337
Milestones Handbook, pp. 409–449

Workbook
Unit 5, Chapter 2, pp. 209–228

Independent Practice CD-ROM
Unit 5, Chapter 2

Heinle Reading Library
Eleanor Roosevelt, by Shannon Donnelly

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 300) 10 MIN. About the Reading (p. 300) 15 MIN. Build Background (p. 301) 35 MIN. Use Prior Knowledge (p. 301) 40 MIN. Vocabulary From the Reading (p. 302) 40 MIN.	Workbook (p. 209)	Repeated Reading *Build Background (p. 301)
14	Student Book, Workbook	Academic Vocabulary (p. 303) 50 MIN. Reading Strategy (p. 303) 50 MIN. Text Genre (p. 304) 40 MIN.	Workbook (p. 210)	Reading Words in Chunks *Reading Strategy (p. 303)
15	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 304) 25 MIN. Reading Selection (pp. 305–311) 115 MIN.	Workbook (p. 211)	CD Assisted Reading *"Our Changing Earth," paragraphs 1–3 (pp. 305–306)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 305–311) 140 MIN.	Workbook (p. 212)	Echo Reading *"Our Changing Earth," paragraphs 10–13 (pp. 310–311)
17	Student Book, Workbook	Apply the Reading Strategy (p. 312) 45 MIN. Academic Vocabulary (p. 312) 45 MIN. Reading Comprehension Questions (p. 313) 30 MIN. Text Element (p. 313) 20 MIN.	Workbook (p. 213)	Reading Words in Chunks *Text Element (p. 313)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Reading (p. 314) 15 MIN. Build Background (p. 314) 15 MIN. Vocabulary From the Reading (p. 314) 30 MIN. Reading Strategy (p. 315) 30 MIN. Text Genre (p. 315) 30 MIN. Meet the Authors (p. 315) 20 MIN.	Workbook (pp. 214–216)	Paired Reading *Build Background (p. 314)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 315) 15 MIN. Reading Selection (pp. 316–318) 105 MIN. Reading Comprehension Questions (p. 319) 20 MIN.	Workbook (p. 217)	Echo Reading *"Change," stanzas 1–5 (p. 316)
20	Student Book, Workbook	Spelling (Workbook p. 218) 15 MIN. Writing Conventions (Workbook p. 219) 15 MIN. Connect Readings 1 and 2 (p. 319) 20 MIN. Listening and Speaking (p. 320) 60 MIN. Reading Fluency (p. 321) 30 MIN.	Workbook (pp. 218–219)	Reading Poetry Aloud *"Walking on the Boundaries of Change" (p. 318)
21	Student Book, Workbook	Vocabulary Development (p. 321) 30 MIN. Grammar (pp. 322–323) 80 MIN. Grammar Expansion (Workbook, pp. 222, 224) 30 MIN.	Workbook (pp. 220–221; 223–224)	Repeated Reading *Vocabulary Development (p. 321)
22	Student Book, Workbook	Writing Assignment (pp. 324–325) 60 MIN. Writing Support (p. 325) 20 MIN. Progress Check (pp. 326–327) 60 MIN.	Workbook (pp. 225–228) Have students study for the Chapter 2 Quiz.	Choral Reading *Student Model (p. 325)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 5, Chapter 2 Quiz) 140 MIN.		Paired Reading *"The Tennessee River" (p. 327)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 328–329) 120 MIN. Media Workshop (p. 329) 20 MIN.	Prepare Media Workshop (Student Book p. 329)	Repeated Reading *Media Workshop (p. 329)
25	Student Book, Workbook	Media Workshop (p. 329) 120 MIN. Writing Workshop (pp. 330–332) 20 MIN.	Prepare Writing Workshop (Student Book pp. 330–332)	Echo Reading *Student Model (p. 331)
26	Student Book, Workbook	Writing Workshop (pp. 330–332) 120 MIN. Projects (p. 333) 20 MIN.	Prepare Project (Student Book p. 333)	Choral Reading *Revising and Editing Checklist (p. 332)
27	Student Book, Workbook	Projects (p. 333) 140 MIN.		Echo Reading *Project 3 (p. 333)
28	Student Book, Workbook	Milestones to Achievement (pp. 335–337) 110 MIN. Review 30 MIN.	Have students study for the Unit 5 Test.	Choral Reading *"Cancellation of a Concert" (p. 335)
29	Assessment Book	Unit 5 Assessment (Assessment Book, Unit 5 Test) 140 MIN.		Reading Poetry Aloud *"Change," stanzas 1–4 (p. 336)

UNIT 5
Preview the Unit

Preteach and Prepare

Preteach

Preview Ask questions to get students thinking about changes.
Say: *Everyone makes changes in their lives. Some changes are small.* ***Ask:*** *What small changes have you experienced?* (hair style, new clothes) ***Say:*** *Some changes are big.* ***Ask:*** *What big changes have you experienced?* (new school, new home, new brother or sister)

Vocabulary

- **Ask questions to elicit information** ***Ask:*** *What is the biggest change that has happened to you? How did you feel when the change happened? What did you learn from it?*
- **Pose relevant questions** ***Ask:*** *What is change? What changes have you noticed around you? What changes have happened to you?*

Grammar

Usage In this unit, students learn about prepositional phrases. ***Say:*** *Prepositions are words like* in, on, above, under, *and* around. *Prepositions begin phrases that give more details. We can say:* The man waited for hours. *But if we say:* The man in the green coat waited for hours, *we know which man has been waiting. The phrase* in the green coat *describes the man.*

View the Picture

- **Preteach** ***Say:*** *In this unit, we will read about changes. A change is something that creates a difference.*
- **Relate to personal experience** ***Say:*** *Take a closer look at the photographs on this page. The same people are in both photographs.* ***Ask:*** *Knowing that, what changes do you think these people have experienced? Have some of these same changes happened to you?*
- **Critical viewing** Have students work in pairs to write captions for the images on the spread. Then invite them to share their captions with the class.



Differentiated Instruction • Explore the Theme

Scaffolding

Say: *Look at the photographs on these two pages. In the top photograph, I see children. They are young. In the bottom photograph, I see teenagers. They are celebrating. In the third, I see a leaf. It is changing colors. In the right photograph, I see two buildings.* ***Ask:*** *How does each of these pictures show change? What changes might happen next?* Have students pick one photo and describe what change they think will happen next.

Extension

Ask students to write a few sentences about a change in their own lives. They should explain the change and what caused the change. ***Say:*** *We go through changes all of the time. Everything that happens to us makes us change. Sometimes things change the way we look. Sometimes things change the way we feel. Sometimes things change the way we act. Write three sentences about a change that has really affected you. Explain why this change was important. How did this change affect your life?*

Change

UNIT 5

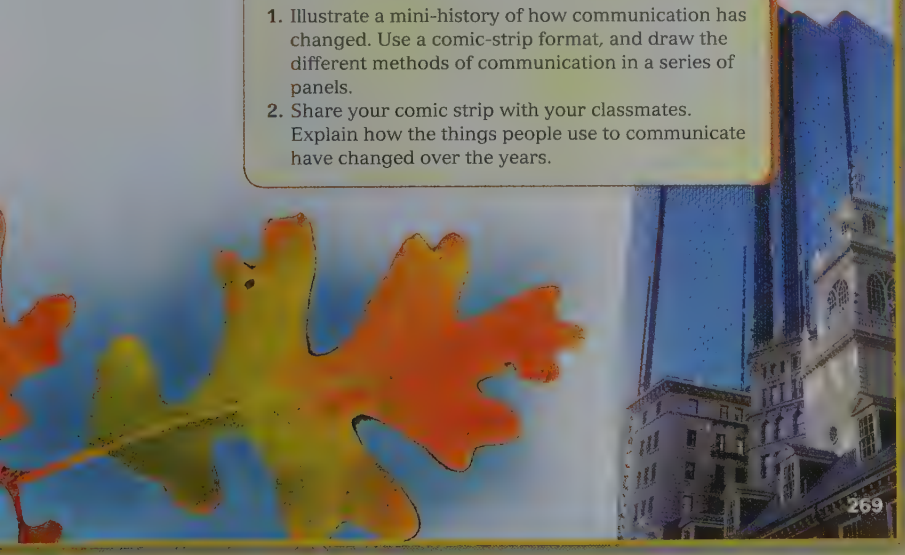
Explore the Theme

1. How is change part of your everyday life?
2. What changes do you see in these photos?
3. What changes do you think you will see in the next 10 years? How will they affect you?

Theme Activity

The way that people communicate with each other is constantly changing. Think about the things you use to communicate with people. Ask your teacher or another adult if they used the same things to communicate when they were your age. Then look through a history book for examples of other methods of communication used in the past. For example, how did Paul Revere let American colonists know that the British were coming?

1. Illustrate a mini-history of how communication has changed. Use a comic-strip format, and draw the different methods of communication in a series of panels.
2. Share your comic strip with your classmates. Explain how the things people use to communicate have changed over the years.



Arts Connection

Connect Have students make a collage. Give students supplies including paper, glue, scissors, and old magazines. Ask students to think about a change that has affected them. Have them search through the magazines for pictures that illustrate that change. Students should cut and paste the images on the paper. They may also add their own drawings. Display the collages in your room. Allow time for volunteers to explain their collages.

Cultural Connection

Build background Explain how people view change in the United States. ***Say:*** *Some people in the United States see change as a good thing. These types of people like things that are new and different. Others don't like to see things change. These types of people prefer things the way they are and are resistant to change. Both points of view about change in the United States are valuable.*

UNIT 5 Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: KWL Chart

- **Classroom management** Remember that not all changes are pleasant or good. Be sensitive to students who want to keep things private. Ask for volunteers when discussing changes. Try to keep the discussion simple and light.
- **Teacher modeling** Make sure students understand that the word *changing* means *making different.* Model this by tearing a piece of paper, making different expressions, or putting on a jacket.
- **Graphic organizer** Use a **KWL Chart** to determine what students already know about change and what they want to know. At the end of Unit 5, revisit the KWL Chart and have students add what they have learned about change.

Reading Fluency

Choral Reading Explore the Theme questions

Sample Answers

1. We are always doing something different.
2. children growing up, leaves changing color, how building styles changed over time
3. Answers will vary.

Theme Activity

Guided application Discuss with students how communication has changed over time. Provide class time for students to use library or Internet resources if needed. After students have finished brainstorming, create a chart on the board. Have students take turns coming up to the board and listing ways communication has changed over time. You may want to turn their chart into a classroom timeline.

Objectives

Reading Strategies
Say: *You read closely to find details. Details tell you more about the main idea. You always have a purpose, or reason, for reading. Sometimes you read to learn.* ***Ask:*** *What things that you read help you learn? What do you read for fun?*

Listening and Speaking
Say: *A role is an actor's part. Role-playing is acting.* ***Ask:*** *Why do people role-play?* (to learn how people feel or act in a situation) ***Ask:*** *Have you ever role-played? Describe what you did.*

Grammar
Write these sentences on the board. Have students underline each prepositional phrase:

1. We went to the zoo. (to the zoo)
2. Khadra ran across the street. (across the street)
3. He wants to go home. (none; *to go* is an infinitive)

Academic Vocabulary
Write these sentences on the board. Have students try to complete them with an Academic Vocabulary word:

1. I like that ___ shade of blue. (particular)
2. I ___ you do your homework right now. (suggest)

Informal Pre-Assessment
Correctly spell suffixes and prefixes Write the following words on the board: *teacher, patriotism, dependable.* Ask students to raise their hands if they know what a suffix is. Have one student come to the board and underline the suffixes. *(teacher, patriotism, dependable)*

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preteach ***Say:*** *The word* change *means* to make different. *Things change, or become different, all the time. Leaves change. Weather changes. You change, too.* ***Ask:*** *How have you changed in the past year?* (height, weight, skills, etc.)

About Reading 1

Vocabulary development Explain that a *circuit* is something that goes in circles. It usually begins and ends in the same place. Explain that a *migrant worker* is someone who moves often to find work.

CHAPTER 1

Objectives

Reading Strategies
Read closely; Read with a purpose

Listening and Speaking
Role-play selling and buying a product

Grammar
Use prepositional phrases; Distinguish prepositional phrases from infinitives

Writing
Write a business letter

Academic Vocabulary

particular | suggest
mood

Academic Content
Migrant workers in California
Percent price changes

Chapter Focus Question
How does change affect people's everyday lives?

Reading 1 **Literature**
Autobiography
The Circuit
by Francisco Jiménez

Reading 2 **Content:** Mathematics
Informational text: Mathematics textbook
Many Changes

The Circuit

About the Reading
"The Circuit" is about a boy who moves frequently with his family to find work picking cotton and fruit a different times of the year. The author tells about his experiences with his family, on the fields, and at scho



Differentiated Instruction • Use Prior Knowledge

Scaffolding
Ask students what they do every day. What is their routine? ***Say:*** *We follow a routine every day. We do some things in the morning.* ***Ask:*** *What do you do in the morning?* (get up, get dressed, eat, brush teeth) ***Say:*** *We do some things in the afternoon.* ***Ask:*** *What do you do in the afternoon?* (go to class, eat lunch, play) *We do some things in the evening.* ***Ask:*** *What do you do in the evening?* (do homework, watch TV, go to bed) Explain to students that a routine is like a circuit, because it happens in cycles.

Extension
Have students talk about routines in their lives. What routines do they have? Why do they need routines? How do routines help them?
Say: *We need routines, to help us get things done and to help us stay organized.* ***Ask:*** *Why is it good to be organized?* (It helps you plan your day/year) *How can a routine keep you organized?* (It helps you prioritize; it keeps you from forgetting important things) *What would happen if we did not have routines?* (People would be very disorganized. It would be hard to get anything done.)

Before Reading 1

Build Background

California Migrant Worker Route

In "The Circuit," the narrator and his family are migrant workers. The narrator tells how they travel from place to place to find farm work in different seasons. He mentions three specific places: Santa Rosa, Fresno, and Santa Maria. All three places are in California.

Look at the map. Trace the route the author's family travels during the year. What do you notice about the route?

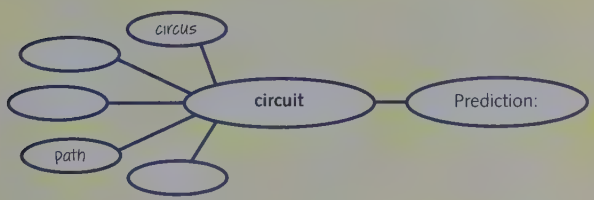


Use Prior Knowledge

Define and Predict

To understand Reading 1 better, it is important to understand the meaning of the word *circuit*. Knowing the meaning can help you make a prediction about the reading.

1. Work with a group of your classmates. Copy the cluster diagram below.
2. In the circles on the left, write words you know that begin with the prefix **cir.** Then look up the word in the dictionary and write other key words from its definitions.
3. Based on the words you wrote, predict what "The Circuit" is about. Write your prediction in the circle on the right.



Cultural Connection

Define and clarify Explain that different cultures have different routines. People eat at different times of the day. People celebrate different holidays. People work many hours in some cultures. People rest in the afternoon in other cultures. Have students give examples of routines from their cultures. How does their culture affect what they do in a day? How does their culture affect what they do in a year? Compare the various circuits students' lives follow through a day. Compare the various circuits students' lives follow through a year.

Social Studies Connection

Discuss examples Explain to students that the boy in "The Circuit" is a migrant worker. He and his family work on farms. They move from one farm to the next. They pick cotton and fruit. Some crops can be harvested with a machine. Other crops cannot. Fruit is fragile and can only be picked by hand. The boy and his family pick fruit when it is ripe. Different fruits become ripe at different times. Strawberries, for example, are picked from June to August. Once the strawberries are picked, migrant workers move on to harvest a different crop. The next year they pick strawberries again from June to August.

Unit 5 • Chapter 1
Before Reading 1

Build Background

California Migrant Worker Route

- **Pre-assess** Determine what students already know about traveling. ***Ask:*** *Have you ever traveled before? Where did you go?* (I traveled from my country to the U.S.)
- **Teach** Explain that people travel for many reasons. Some people travel to see new places. Some people travel to live in a new city or a new country. Some people live in one place and take short trips for work. Other people do not live in one place. They travel to find work.
- **Preteach vocabulary** A *route* is a path. It is a way to get from one place to the next.
- **Interpret the image** Point to the map on page 271. ***Say:*** *This map shows parts of California. The purple line shows where the family traveled in "The Circuit." The purple line goes through three cities.* ***Ask:*** *Which three cities did the family go to?* (Santa Rosa, Santa Maria, Fresno)

Reading Fluency

Reading in Chunks Build Background

Use Prior Knowledge

Define and Predict

- **Prepare** ***Say:*** *The word* circuit *may be a new word for you. But it is easy to find a definition.* ***Ask:*** *How can you determine the meaning of the word* circuit? (Students may suggest a dictionary, looking through the story to find a definition, or context clues.)
- **Preteach** Have students work with a partner to copy the cluster map at the bottom of page 271. ***Say:*** *A cluster map helps you understand things. This cluster map will help you understand the meaning of* circuit.
- **Teach** ***Say:*** *Write the word* circuit *in the middle circle. Write words that sound like* circuit *in the little circles. These words may begin with the prefix cir-.* ***Ask:*** *What are some words that begin with the prefix cir-? (circle, circus, circulate)* ***Say:*** *Write those words in the little circles. These words help you predict the word's meaning.* ***Ask:*** *What does* circuit *mean? (a circular path or route)*
- **Extend** Have students confirm the predictions they make about the meaning of the word *circuit* after they read Reading 1.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

accompany *(escort, chaperone, follow, guide)*
enthusiastically *(exuberantly, fanatically, zealously)*
hesitantly *(doubtfully, timidly, indecisively, unsurely)*
instinct *(hunch, impulse, inclination, tendency)*
proudly *(boastfully, snobbishly, confidently, vainly)*
relief *(aid, assistance, cure, deliverance, support)*

Have students use a **Word Web** to understand word families. Draw an example on the board. Write a vocabulary word in the center circle, and then have students suggest words to go in the other circles.

- **Word recognition** Have students identify the roots in the Key Vocabulary words: *enthusiastically* (enthuse) and *hesitantly* (hesitate or hesitant).
- **Relate to personal experience** Ask student volunteers to describe a time when they did something *hesitantly*, *enthusiastically*, or *proudly*. They should give information about the situation and explain how they felt.

Practice Vocabulary Answers

1. Alberto *accompanies* her to school.
2. Juan responds to the invitation *hesitantly*.
3. Ingrid cheers *enthusiastically*.
4. Kidogo feels *relief*.
5. Ming Li's father speaks *proudly* about her.
6. Seamus uses his *instinct* to answer.

Use Vocabulary Sample Answers

1. When I hear the word *enthusiastically*, I feel excited. It reminds me of a football game.
2. The word *accompany* makes me feel safe. I am not alone.
3. The word *hesitantly* makes me feel unsure. I do not know what to do.

Checkpoint Sample Answers

enthusiastically; accompany

Before Reading 1

Key Vocabulary

accompany
enthusiastically
hesitantly
instinct
proudly
relief

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Create a mental image of each sentence. Then explain the meaning of the **highlighted** word.

1. You **accompany** a friend who goes to the park. Together, you ride your bikes.
2. You **enthusiastically** ask about volunteering in your community. It will be fun to help.
3. You **hesitantly** write an answer that you are not sure about on a test.
4. Your **instinct** is to blink when something gets near your eyes.
5. You **proudly** tell your parents about your success in school.
6. You feel **relief** when you finish an important project that you were worried about.

Practice Vocabulary Read each statement. Then answer the question using a Key Vocabulary word.

1. Clara wants someone to walk to school with her. What does Alberto do?
2. Juan has doubts about joining the science club. How does he respond when his friend asks him to go to a club meeting that afternoon?
3. Ingrid is a big fan of her school's football team. How does she cheer at their football games?
4. Kidogo stops worrying about the test when it's over. What does she feel?
5. Ming Li's father is very happy about her grades. How does he speak when he tells others about his daughter?
6. Seamus answers the question without thinking. What does he use to answer it?

Checkpoint

Replace the underlined words in this sentence with Key Vocabulary: Mauricio spoke excitedly about the chance to go with his parents to Guatemala.

Use Vocabulary Independently Talk about the feelings you associate with three of the Key Vocabulary words. Explain why you associate each feeling with each word.


Vocabulary Log


Workbook page 189


Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Pantomime the Key Vocabulary words in the following order, using gestures to help students understand: ***Say:*** *accompany* (walk with a student), *enthusiastically* (smiling, cheering), *hesitantly* (act shy and nervous), *instinct* (pretend to catch a ball suddenly that's near your head) *proudly* (look pleased and satisfied), and *relief* (wipe hand across forehead). Have students repeat each word as you act it out. Repeat the actions and have students respond with the appropriate word. Have students imitate your gestures. This will help them associate a verbal message with its nonverbal component.

Extension

Give students a visualization. Have students sit back-to-back in pairs. They should take turns visualizing images in their minds as their partners read Key Vocabulary words aloud. Student 1 says, *instinct.* Student 2 responds by describing the image. For example, *Birds fly south in the winter—it is an instinct.* Student 2 then says, *enthusiastically.* Student 1 responds: *My team celebrated enthusiastically when they won.* Students should use each vocabulary word as they describe their mental images. Have students switch vocabulary words so each student visualizes each word.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
particular *adjective*	related to a specific person, idea, or item	Pedro likes to wear hats, but not that **particular** style.	
mood *noun*	feeling or emotion	The **mood** of this movie is gloomy.	

Draw a picture and write a sentence for each word.

Reading Strategy

Read Closely

When you **read closely**, you read slowly and try to notice as many details as possible. As you read, look carefully at the **particular** words and phrases the author chose. What is the significance of the words and phrases? Think about why the author chose them. What do they tell you about the story's characters, events, and **mood**? Reading the text closely will often help you to deepen your understanding.

1. Read each page of "The Circuit" closely. Look for meaning in the author's words.
2. A two-column chart like the one below will help you to interpret the significance of the author's words and phrases. After you read "The Circuit" closely, you will reread and complete the chart.

Words from the Text	My Interpretation
1. Paragraph #: Quotation:	
2. Paragraph #: Quotation:	

Checkpoint

1. What is another word for **mood**?
2. How does **reading closely** help deepen your understanding of a reading?

Vocabulary Log | Workbook page 190 | Independent Practice CD-ROM/Online

Home Connection

Define and clarify Have students ask family members to describe a time when they felt proud. Brainstorm questions that students can ask. For example, *What happened to make you feel proud? Did other people feel proud of you, too?* Help students come up with their own questions by having them ask you about something that made you feel proud. In the next class period, have students share what they learned. They can do this in groups or in front of the class. Encourage students to use as many descriptive words and phrases as possible.

Cultural Connection

Relate to personal experience Be sensitive to the differences in how gestures are perceived in different cultures. For example, it is an insult in the Middle East to call someone to you by wiggling only the index finger. It is rude to sit with the soles of your shoes showing in many countries. In some cultures, nodding your head up and down means *no* instead of *yes*. Identify and discuss these differences with students. Have students give examples from their own cultures.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

particular *(lone, single, sole)*
mood *(composure, humor, temperament)*

Have students use a **Word Square** for each word to understand word families. Draw an example on the board. Write a vocabulary word in the upper left, a definition or synonym in the upper right, a sentence using the word in the lower left, and a clue or memory image for the lower right.

- **Vocabulary development** Model sentences using each word. ***Say:*** I love this particular brand of ice cream. Trevor yelled at me; he must be in a bad mood.
- **Paired discussion** Have students work in pairs to compare their drawings and sentences.

Reading Strategy

Read Closely

Teacher Resources: Graphic Organizers: Two-column chart

- **Preteach** Explain that when we read closely, we pay attention to details. Tell students that the details describe the main idea.
- **Graphic Organizer** Distribute **Two-Column Charts** to students and have them fill in the left column as shown in the Reading Strategy. ***Say:*** *This chart will help us understand important words. As we read, we will write important words and phrases on the left side of this chart. When we finish reading, we will search for definitions.* Have students use this chart to evaluate what techniques the author uses to influence their perspectives. ***Ask:*** *How is the author trying to get you to think a certain way by the words he uses?*

Checkpoint Sample Answer

1. feeling
2. By reading closely, you notice details. Knowing details helps you understand a reading better.

Text Genre

Autobiography

Preteach vocabulary: ***Say:*** *Some nonfiction genres we have read are* biography *and* autobiography. *People write about their own lives in an autobiography. The events in an autobiography are usually written in chronological order. The things that happen first are told first.* "The Circuit" *is an autobiography.*

Meet the Author

Francisco Jiménez

Explain author's background Francisco Jiménez was born in Tlaquepaque, Mexico. He immigrated to the United States with his family. They worked in the farm fields of California. As a child, he could not go to school regularly. But he finished school and went to college. Now he teaches college and writes books.

Reading Fluency

Paired reading Meet the Author

Reading Focus Questions

- **Preview** Explain that students should think about the Reading Focus Questions as they read "The Circuit." They will revisit the questions after reading the selection.
- **Teacher think aloud** ***Ask:*** *Why does an author write a text? Maybe the author wants to entertain the reader. Or, maybe the author wants to inform the reader. Think of the genres you have read. What was the author's purpose for writing each?* (novel, short story: to entertain; newspaper article: to inform; biography: to understand a person's life) *Why do you think Francisco Jiménez wrote "The Circuit"?* (to entertain)

Sample Answers

1. The family is constantly moving, and their lives are constantly changing.
2. To tell about his life as a migrant worker.
3. Changes have a big impact on people's lives. They influence how a person acts and what a person believes.

Checkpoint Answers

1. An autobiography is written from the point of view of the person it is about.
2. narrator, events

Before Reading 1

Text Genre

Autobiography

"The Circuit" is an excerpt from an **autobiography.** An autobiography is the story of a person's life written by that person. It is nonfiction.

An autobiography is written in the first person from the author's point of view. It is also written in the past tense. In an autobiography, the author looks back on events in his or her life and thinks about them and their meaning.

An autobiography has the features below. As you read "The Circuit," look for these features.

Autobiography	
narrator	author who tells his or her life story
introduction	opening part, which sets the scene and time for the reader
events	occurrences in the person's life described in chronological order

Meet the Author



Francisco Jiménez was the son of farm workers. His parents came to the United States from Mexico when he was 4 years old. At age 6, he began to work in the fields with his family.

Throughout grade school, he struggled to learn English. His education was a series of starts and stops. His family followed the harvest, which meant he moved frequently.

A teacher helped him learn English. Learning English helped free Francisco Jiménez from the hard life of a farm worker, eventually leading him to higher education. He is now a professor at Santa Clara University in northern California.

Checkpoint

1. From whose point of view is an **autobiography** written?
2. Name two features of an **autobiography.**

Reading Focus Questions

As you read, think about these questions.

1. How does "The Circuit" relate to the theme "Change"?
2. What do you think was the author's purpose for writing "The Circuit"?
3. Why is it important to understand how change affects people's lives?

Workbook page 191

Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Help students think about identifying a purpose for reading. Draw a two-column chart on the board. ***Say:*** *You read every day. What do you read? Do you read books? Textbooks? Bus schedules? Advertisements?* Fill in the first column with the different kinds of text students read. ***Ask:*** *Why do you read each of these things? What is the purpose of reading a book?* (enjoyment or entertainment) *What is the purpose of reading a textbook?* (to learn about a subject) *A bus schedule?* (to find out when the bus comes) *An advertisement?* (to learn about a product) Record answers in the second column.

Extension

Provide samples of autobiographies for students to review. Let students look through the books. Then, discuss how autobiographies are unique. ***Say:*** *Autobiographies are written by people about their own lives. Because of this, we learn a lot about the author through his or her own eyes. We learn what the author thought. We learn what the author felt. We get to know the author very well. However, not everyone tells the complete truth. We must read carefully when reading autobiographies.*

Reading 1
Literature

The Circuit

by Francisco Jiménez

1 It was that time of year again. Ito, the strawberry **sharecropper**, did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them ***braceros***, were not picking as many boxes as they had during the months of June and July.

2 As the last days of August disappeared, so did the number of *braceros*. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco, the same state in Mexico my family was from. That Sunday was the last time I saw him.

Reading Strategy

Read Closely What happens to the number of *braceros* at the end of August? Why?

3 When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. *"Ya esora,"* he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.



Reading Check

1. **Recall details** Who is Ito?
2. **Infer** Why is Francisco sad that he won't hear Ito's signal anymore?

sharecropper hired farm worker who is paid in crops produced or money earned
braceros Mexican workers hired for farm labor in the U.S.

Classroom Management

Question wait time When asking questions, be conscious of the amount of time you give to students to answer. Wait up to 15 seconds for students to respond orally before rephrasing the question, offering a prompt, or calling on a student by name. Teachers usually wait only 1.5 to 3 seconds before intervening. English learners often need as much as five times that long to answer a question. The longer wait time allows students to mentally translate words and to lower their anxiety as they compose their responses.

Language Transfer and Interference

Spanish words "The Circuit" includes some Spanish words. These words may be confusing for non-Spanish speakers. They are defined at the bottom of each page. Make sure that all students see and understand these definitions. Have Spanish-speaking volunteers teach other students how to pronounce these words correctly. Have other students give similar words in their own languages. They can then teach Spanish speakers how to correctly pronounce the words in their languages.

Unit 5 • Chapter 1
Reading 1: Literature

The Circuit, from *The Circuit: Stories From the Life of a Migrant Child* by Francisco Jiménez. Reprinted by permission of University of New Mexico Press.
Student Edition pages: 275–283; **Description of change:** Paragraph removed from story; **Rationale:** Fit

Read the Selection

CD 3, Track 2 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Ask students to make predictions about the story based on the title. (Sample answer: It is about going in circles.)
- **Break-in reading** Ask a student volunteer to begin reading aloud while the others follow along silently. When another student wants to read, that student "breaks in" and reads along with the first reader until the end of the sentence. The first reader stops reading, and the second reader continues reading aloud until another student breaks in.
- **Vocabulary development** Have students listen to the audio of "The Circuit." ***Say:*** *The sayings and expressions used in spoken language often reflect the region and culture that the speaker is from.* ***Ask:*** *What language do you hear that reflects the region and culture of the characters in "The Circuit"?*
- **Grammar preview** Point out the prepositional phrase at the end of paragraph 1: *during the months of June and July.* Tell students they will be learning more about prepositional phrases on page 294.

Reading Fluency

CD Assisted Reading "The Circuit," paragraphs 1–3

Reading Strategy

Teacher modeling Model a sample response to the question. (*There were no strawberries to pick. How did that affect the number of braceros?*)

Reading Strategy Sample Answers
The *braceros* disappeared. It was the end of strawberry season. The *braceros* left to pick other crops.

Reading Check Answers
1. Ito is the strawberry sharecropper.
2. It means there is no more work and he must leave.

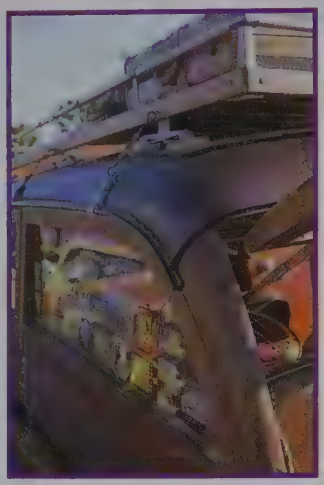
Read the Selection

- **Preteach vocabulary** Explain the word *shack* (a small house that is not well built). Explain the idiom *in store* (something that is going to happen).
- **Cooperative reading** Have students work in groups to read page 276. Divide the page into equal parts and have students take turns reading aloud.
- **Interpret the image** ***Ask:*** *What do you see on top of this car?* (suitcases) *Why do you think the suitcases are on the car?* (The people are moving.)
- **Vocabulary development** Point out the words in dark type. Remind students that they should try to figure out the meaning of each word by looking at the other words in the paragraph. Then, ask them to check the definitions at the bottom of the page. Have students write original sentences with the words. (For example, *The family lived in a shack.*)

Reading Strategy

Look for clues ***Say:*** *This page contains clues. These clues tell you how the author feels about moving.* ***Ask:*** *How does the author feel about moving?* (He is very upset.) *What clues tell you how the author feels?* (He stops when he sees the boxes packed; thinking about moving almost makes him cry; he could not sleep)

Reading Strategy answers
Yes. the narrator knows what life will be like. He has to adjust to changes all the time.



4 As we drove home Papá did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside.

5 Yes, it was that time of year. When I opened the front door to the **shack,** I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno and knowing what was **in store** for me there brought tears to my eyes.

Reading Strategy
Read Closely Does the narrator know what his life will be like in Fresno? Explain your thinking.

6 That night I could not sleep. I lay in bed thinking about how much I hated this move.

7 A little before five o'clock in the morning, Papá woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sister, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs **accompanied** them.

8 Papá parked the car out in front and left the motor running. ***"Listo,"*** he yelled. Without saying a word Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papá then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.

shack a small house that is not well built
in store going to happen
Listo Spanish word for *Ready*

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 7 aloud for students who had difficulty reading closely. Stop when you reach important details. Discuss the details out loud. ***Say:*** *Listen as I read. "A little before five o'clock in the morning"—that's really early—"Papá woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sister"—so, there are more children in this family—"for whom the move was a great adventure"—they must be young and don't have to work—"broke the silence of dawn." Have you ever been up early and heard a loud noise? "Shortly, the barking of the dogs accompanied them." I'll bet that was loud!*

Extension

Have students take turns reading orally in pairs. One student reads a paragraph. His or her partner reads the next paragraph. Have each partner discuss the important details they found as they were reading. Explain why these details are more important than others. Then, have students discuss what they think will happen when the family reaches Fresno. ***Ask:*** *Why does the narrator not want to go to Fresno? How do you think he feels?* Explain that any reasonable answer is acceptable.

9 Everything was packed except Mamá's pot. It was an old large **galvanized** pot she had picked up at an **army surplus store** in Santa Maria. The pot had many dents and **nicks**, and the more dents and nicks it acquired the more Mamá liked it. ***"Mi olla,"*** she used to say **proudly**.

10 I held the front door open as Mamá carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papá reached out to help her with it. Roberto opened the rear car door and Papá gently placed it on the floor behind the front seat. All of us then climbed in. Papá sighed, wiped the sweat from his forehead with his sleeve, and said **wearily**: ***"Es todo."***

11 As we drove away, I felt a **lump in my throat**. I turned around and looked at our little shack for the last time.

12 At sunset we drove into a **labor camp** near Fresno. Since Papá did not speak English, Mamá asked the camp **foreman** if he needed any more workers. "We don't need no more," said the foreman, scratching his head. "Check with Sullivan down the road. Can't miss him. He lives in a big white house with a fence around it."

Reading Strategy

Read Closely How does Mamá feel about the dented and nicked pot?



galvanized covered with a metal
army surplus store store that sells leftover army supplies
nicks small cuts in the surface
mi olla Spanish phrase meaning *my pot*
wearily in a tired way
Es todo. Spanish phrase meaning *That's everything.*
lump in my throat tight feeling in the throat caused by strong emotion
labor camp place where workers live and work for a time
foreman boss of a group of workers

Reading Check

1. **Recall details** What does the narrator see when he opens the door?
2. **Infer** Does the whole family feel the same way about the move? Explain.
3. **Predict** What will Sullivan tell the family?

Home Connection

Connect In small groups, have students who have moved to a new place discuss their experiences. Why did they move? How did they feel about moving? What did they take? Then, have students ask family members these same questions. Did their family members want to move? How did they feel about the move? In the next class, have students return to their groups. Have students discuss how their family members felt about the move. Was the move a good decision?

Language Transfer and Interference

Phonemic awareness Cantonese and Spanish speakers may not recognize that changing a single vowel can change a verb from simple present to simple past tense. (sit/sat, sing/sang) These students may need extra practice hearing and repeating these irregular verb forms before they can recognize them automatically. Make a two-column chart with the headings *Today* and *Yesterday*. List present-tense forms under *Today* (drive, blow, sit) and past-tense forms under *Yesterday* (drove, blew, sat). Have students listen to the words and repeat them. Say the words again. Have students add other irregular verb forms as they find them.

Read the Selection

Instructional Routine for Reading
page Txxvi

- **Readers theater** Have pairs of students read paragraphs 9 through 12. Then have them act out the scene described, including packing the truck and Mamá carefully carrying the pot of beans. Invite other pairs to make positive, constructive comments about the dramatizations.
- **Interpret the image** ***Ask:*** *What do you see in this photograph?* (a row of shacks) *How would you describe the shacks?* (small, old, falling apart) *How do you think families would feel about living in these shacks?* (They would not like them. It would be very uncomfortable.)
- **Vocabulary development** Point out to students the word *proudly* in paragraph 9. Explain the difference between *proud*, which is an adjective, and *proudly*, which is an adverb.
- **Grammar preview** Point out the following sentence in paragraph 11: *I turned around and looked at our little shack for the last time.* Tell students that *at our little shack* and *for the last time* are prepositional phrases. ***Say:*** *We will learn more about prepositional phrases on pages 294 and 295.*

Reading Strategy

Establish Context Read paragraph 10 aloud to the class. As you read, emphasize words that discuss how the parents handled the galvanized pot. Then have students scan the text to find the words the author uses to describe how the parents handled the pot. (*carefully, gently*) Help students apply those details to answering the reading strategy question.

Reading Strategy Sample Answers
Mamá loves the old pot. She and Papá are very careful when handling it.

Reading Check Answers
1. everything they own packed in cardboard boxes
2. No. The little ones are excited. The narrator and Roberto do not want to go.
3. Answers will vary. Sullivan may hire the family. He may tell them there is no work.

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *garage* (a place where a car is kept), *kerosene* (an oil that burns to provide light where there is no electricity), and *mattress* (a large cloth bag filled with stuffing for sleeping comfortably).
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder. This student joins you in reading aloud until he or she hears the next student start reading. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *Why do you think there is a picture of a kerosene lamp on this page?* (There is no electricity in the garage.) *Is the garage a good home?* (no) *How do you know?* (It has no electricity. It is dirty. It has holes in the walls.)
- **Writing conventions preview** Point out the word *unpacked* in paragraph 15. ***Say:*** *The word* unpacked *has the prefix* un-, *which means* not. ***Ask:*** *What does* unpacked *mean?* (to make not packed) Tell students that they will learn more about commonly confused prefixes on Workbook page 198.

Reading Strategy

Identify figurative language ***Ask:*** *What words help you visualize what the garage looked like?* (*old, worn out by the years, eaten by termites, strained to support the roof full of holes, dirt floor, populated by earthworms, looked like a gray road map*) Write students' suggestions on the board. Have students draw a picture of the garage. In pairs, have students take turns describing their drawings to the class.

Reading Strategy Answer
The garage looked old and dirty. The author uses words such as *worn out, eaten by termites, full of holes.* The author wants to give the reader the image that the garage is not a very nice place to live.



13 When we got there, Mamá walked up to the house. She went through a white gate, past a row of rose bushes, up the stairs to the house. She rang the doorbell. The porch light went on and a tall **husky** man came out. They exchanged a few words. After the man went in, Mamá **clasped** her hands and hurried back to the car. "We have work! Mr. Sullivan said we can stay there the whole season," she said, **gasping** and pointing to an old garage near the **stables.**

Reading Strategy
Read Closely What did the garage look like? What words does the author use to describe it? Why do you think the author used these words?

14 The garage was worn out by the years. It had no windows. The walls, eaten by termites, strained to support the roof full of holes. The dirt floor, **populated** by earthworms, looked like a gray road map.

15 That night, by the light of the kerosene lamp, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papá **plugged** the holes in the walls with old newspapers and tin can tops. Mamá fed my little brothers and sister. Papá and Roberto then brought the mattress and placed it on the far corner of the garage. "Mamá, you and the little ones sleep on the mattress. Roberto, Panchito, and I will sleep outside under the trees," Papá said.

husky strong and solidly built
clasped held tightly together
gasping breathing quickly
stables building for keeping horses or other animals
populated filled with
plugged filled in

Differentiated Instruction • Reading Comprehension

Scaffolding
Have students take turns reading page 278 orally in small groups. As they read, have them point to each vocabulary word. Discuss each word as a class. Have students give examples of each. Then have each group write a paragraph using each vocabulary word correctly. Have students draw a picture to illustrate their paragraph. Students can label the picture with phrases from the text. Have students read their paragraph and share their pictures with the class.

Extension
Draw conclusions about Mr. Sullivan. ***Say:*** *What can you tell me about Mr. Sullivan?* (He is nice because he hired the family; he is mean because he made them live in the garage; he is rich because he lives in a big house). ***Ask:*** *How would you feel if you had to live in the garage?* (unsafe, angry) ***Say:*** *A name tells about your identity, or who you are. We do not know Mr. Sullivan's first name.* ***Ask:*** *Why is this important?* (Calling him Mr. Sullivan shows that he is the boss.)

16 Early the next morning Mr. Sullivan showed us where his crop was, and after breakfast, Papá, Roberto, and I headed for the vineyard to pick.

17 Around nine o'clock the temperature had risen to almost one hundred degrees. I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water we had brought, and began drinking. "Don't drink too much; you'll get sick," Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes **glued** on the hot sandy ground. All I could hear was the **drone** of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground.

18 I still felt dizzy when we took a break to eat lunch. It was past two o'clock and we sat underneath a large walnut tree that was on the side of the road. While we ate, Papá **jotted** down the number of boxes we had picked. Roberto drew designs on the ground with a stick. Suddenly I noticed Papá's face turn pale as he looked down the road. "Here comes the school bus," he whispered loudly **in alarm.** Instinctively, Roberto and I ran and hid in the vineyards. We did not want to get in trouble for not going to school. The neatly dressed boys about my age got off. They carried books under their arms. After they crossed the street, the bus drove away. Roberto and I came out from hiding and joined Papá. ***"Tienen que tener cuidado,"*** he warned us.



glued looked directly with full attention
drone low hum
jotted quickly wrote
in alarm in fear
Tienen que tener cuidado Spanish phrase meaning *You have to be careful.*

Reading Strategy

Read Closely Why was hiding in the vineyards an **instinct** for Francisco and Roberto?

Reading Check

1. **Recall details** What is the condition of the family's new home?
2. **Explain** Why does Papá warn the boys to be careful?

Read the Selection

- **Prereading** ***Say:*** *Papá, Roberto, and Panchito are in a vineyard, a place where grapes grow. Grape vines are not very tall, so workers have to stoop to pick the grapes. Also, grapes grow well where there is a lot of sun, so it is hot.* ***Ask:*** *What do you think it is like to pick grapes in a vineyard?*
- **Teacher read aloud** Read page 279 aloud. Pause to check understanding and to identify descriptive words. *(completely soaked in sweat; felt as if I had been chewing on a handkerchief; remained motionless; dirty water)*
- **Interpret the image** ***Ask:*** *What do you see in the picture?* (a truck with grapes in it) ***Say:*** *The narrator, his brother, and his father are now picking grapes. It is hot, hard work.* ***Ask:*** *What in this picture shows that it is hot, hard work?* (the sun shining, the long rows, the big field, that there is no shade)
- **Vocabulary development** Point out that Papá's face goes pale. ***Say:*** *Turning pale is an effect.* ***Ask:*** *What is the cause of his face turning pale?* (He sees the school bus.) *What do the boys do?* (They hide.) *What does this tell you?* (The boys will get in trouble if they are seen.)
- **Vocabulary development** Point out the word *instinctively* in paragraph 18. Explain to students the relationship between this word and the key vocabulary word *instinct.*

Reading Strategy

Summarize important ideas and details Have students locate words that help them understand conditions in the vineyard. (almost one hundred degrees; completely soaked in sweat; he gets sick from drinking too much water too fast) Have students summarize what it was like working in the vineyard.

Reading Check Answers

1. It is old and dirty.
2. He doesn't want them to get caught. If they are forced to go to school, the family will not make as much money.

Home Connection

Connect Discuss the roles of men and women in this story. ***Say:*** *After the family cleans the garage, Papá tells Mamá and the little children to sleep inside on the mattress. He says that he, Roberto, and the narrator will sleep outside.* ***Ask:*** *What does this tell you about men in the story? What does this tell you about women in the story?*

Have students discuss roles of men and women in other cultures. Discuss the roles of men and women in the United States. Compare expectations in these two cultures. ***Ask:*** *How are these roles the same? How are they different? How does this make you feel?*

Cultural Connection

Discuss examples Explain to students that school is required in the United States. ***Ask:*** *Why do Roberto and the author hide when the school bus comes?* (They should be in school.) *What will happen if they are seen?* (They will have to go to school.) *Why doesn't the family make them go to school?* (They need them to work. They need the money.) *Should the boys go to school anyway?* (Answers will vary: Yes, they need to learn; no, the family will not have enough money.)

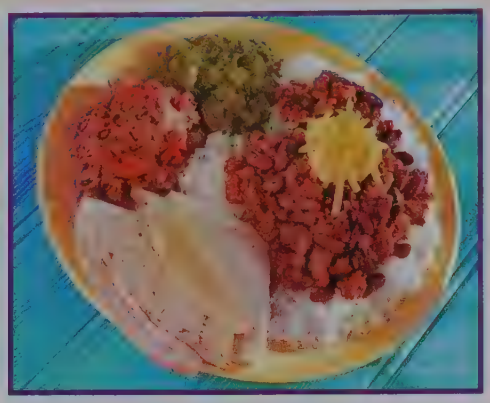
Read the Selection

- **Prereading** Direct students' attention to the Spanish words on this page. Help them with the pronunciation by having them repeat after you. ***Say:*** *VAH-moh-nos; KEEN-say; KAR-nay cohn CHEE-lay.* ***Ask:*** *Why do you think the author uses some Spanish words throughout this story?* (to show how the language is part of his youth and his culture)
- **Cooperative reading** Have students work with a partner or small group. Divide reading into equal amounts. Have students take turns reading page 280.
- **Grammar preview** Point out the first sentence in paragraph 20. This sentence contains a dependent and an independent clause. ***Say:*** *The dependent clause,* when we arrived home, *doesn't make sense by itself. It cannot stand alone without the independent clause.* we took a cold shower underneath a water hose. Tell students that they will learn more about dependent and independent clauses on page 322.

Reading Strategy

Teacher modeling ***Say:*** *When I read closely, I understand the mood at the end of the day. The writer says that the sun kept beating down. This means that it was very hot. There were bugs buzzing around. The bugs must have been annoying. They are wet with sweat. There is also hot, dry dust. These details tell me picking grapes is not fun. The narrator was probably tired and unhappy at the end of the day.*

Reading Strategy Sample Answers
The narrator was probably tired and unhappy at the end of the day. It was hot, dry work. Bugs were buzzing around. He says that *Finally the mountains reached out and swallowed the sun.* The word *finally* tells me he was tired and wanted the work to end.



19 After lunch we went back to work. The sun kept beating down. The buzzing insects, the wet sweat, and the hot dry dust made the afternoon seem to last forever. Finally the mountains around the valley reached out and swallowed the sun. Within an hour it was too dark to continue picking. The vines **blanketed** the grapes, making it difficult to see the bunches. ***"Vámonos,"*** said Papá, signaling to us that it was time to quit work. Papá then took out a pencil and began to figure out how much we had earned our first day. He wrote down numbers, crossed some out, wrote down some more. ***"Quince,"*** he **murmured.**

Reading Strategy
Read Closely What is the **mood** at the end of the workday? What words does the author use to create this **mood**?

20 When we arrived home, we took a cold shower underneath a water hose. We then sat down to eat dinner around some wooden crates that served as a table. Mamá had cooked a special meal for us. We had rice and tortillas with ***"carne con chile,"*** my favorite dish.

21 The next morning I could hardly move. My body ached all over. I felt little control over my arms and legs. This feeling went on every morning for days until my muscles finally got used to the work.

blanketed covered
Vámonos Spanish phrase meaning *Let's go*
quince Spanish word for *fifteen*
murmured spoke in a low, unclear tone
carne con chile a hot, spicy dish made with beans and meat

Differentiated Instruction • Reading Comprehension

Scaffolding
Have students review pages 279 and 280 and complete a Sequencing Chart. Identify the setting. Then list the events in the narrator's day. What happened first? What happened next? Then write a summary of the narrator's day. Have students think of adjectives to describe the day (long, hot, hard, tiring). Then, have students complete a Sequencing Chart to show what they do in a day. Ask them to think of adjectives to describe their day. Compare the adjectives.

Extension
As a class, have students brainstorm questions about the lives of migrant workers. If necessary, provide ideas such as where workers come from, what crops they harvest, and how often they move. Have students research books about migrant workers in the library. Encourage them to draw pictures and write sentences to answer their questions. Then, have each student tell the class one thing they learned about migrant workers.

22 It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and **savoring** the thought of not going to work and of starting sixth grade for the first time that year. Since I could not sleep, I decided to get up and join Papá and Roberto at breakfast. I sat at the table across from Roberto, but I kept my head down. I did not want to look up and face him. I knew he was sad. He was not going to school today. He was not going tomorrow, or next week, or next month. He would not go until the cotton season was over, and that was sometime in February. I rubbed my hands together and watched the dry, acid stained skin fall to the floor in little rolls.

23 When Papá and Roberto left for work, I felt **relief.** I walked to the top of a small grade next to the shack and watched the ***Carcachita*** disappear in the distance in a cloud of dust.

24 Two hours later, around eight o'clock, I stood by the side of the road waiting for school bus number twenty. When it arrived I climbed in. Everyone was busy either talking or yelling. I sat in an empty seat in the back.



Reading Strategy

Read Closely Why can the narrator go to school now? Why can't Roberto go to school?

Reading Check

1. **Recall details** What do the narrator, Papá, and Roberto do when they arrive home?
2. **Identify** Who in the family picks cotton in the first week of November?

savoring appreciating and enjoying
Carcachita what Papá called his car

Read the Selection

- **Preteach vocabulary** Discuss the term *relief.* ***Say:*** *Sometimes, we think something bad will happen. That is how the narrator felt about going to Fresno. However, he gets to go to school again. All of his worrying is over. It feels good when a bad thing does not happen. We call that feeling* relief. ***Ask:*** *When have you felt relief?*
- **Sentence, paragraph, or pass** Have students read page 281 aloud in small groups. Students can choose to read a sentence or a paragraph, or pass if they do not feel comfortable reading in front of a group.
- **Vocabulary development** Discuss with students the word *savor.* ***Say:*** *In paragraph 22, the narrator says he is* savoring *the thought of not going to work.* To savor *means to appreciate and enjoy something. If you are savoring a meal, you are enjoying every bite. In this sentence,* savor *means that the narrator is happy that he is not going to the fields. He wants the moment to last.*
- **Grammar preview** Point out the two prepositional phrases in the sentence, "I sat at the table across from Roberto." ***Say:*** *The two prepositional phrases in this sentence help us picture exactly where the narrator is sitting. He is sitting* at the table. *He is sitting* across from his brother.

Reading Strategy

Practice the strategy Have students closely reread paragraph 22. Use the information to determine how the narrator feels. Write words that describe the narrator's feelings. Have them reach a conclusion about how the narrator is feeling. Then have students share their lists and conclusions with the class.

Reading Strategy Sample Answer
The narrator can go to school now because the grape season is over. Roberto has to wait until cotton season is over to go to school. Maybe Roberto is older and has to work more.

Reading Check Answers
1. took a cold shower, ate dinner
2. Papá and Roberto

Science Connection

Relate to personal experience The writer says that the next day he could hardly move and his body ached all over. ***Ask:*** *When have you felt like that?* (When I was sick; when I played basketball for the first time this season) ***Say:*** *The human body has to be ready to work. You need to move before you exercise. This is called warming up. If you do not let your body warm up, you will get hurt. You will hurt your muscles. You could hurt for several days. To keep this from happening, get your body ready for exercise. Warm up!*

Art Connection

Define and clarify Have students visualize the vineyard based on the author's description. What shape is it? What color is it? What are the conditions there? Then, have them put their vision on paper. Provide a variety of art supplies, including pencils, colored pencils, charcoal, and paint. Have students paint the scene in the vineyard. Their paintings can be representational (realistic) or abstract (presenting feelings and impressions through color and line). Display student work in the classroom.

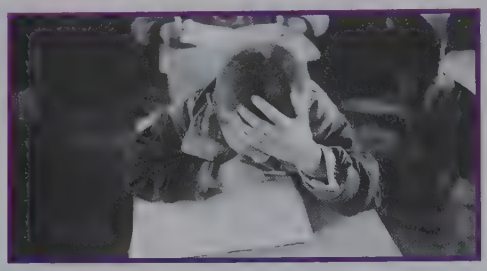
Read the Selection

- **Preteach vocabulary** Remind students of the meaning of Key Vocabulary words *instinct, enthusiastically,* and *hesitantly.* ***Say:*** *An* instinct *is a feeling or an urge to do something. When people answer* enthusiastically, *they are excited and interested.* Hesitantly *is the opposite of* enthusiastically; *when people respond* hesitantly, *they are uncertain and maybe a little afraid.*
- **Teacher read aloud** Read aloud as students follow in their own text. Read at a normal pace and use standard intonation patterns. Pause briefly between paragraphs.
- **Interpret the image** Before reading page 282, have students study the picture. ***Ask:*** *What does this picture tell you?* (the boy is in school; school is hard; the boy is nervous and struggling)
- **Grammar preview** Have students read the first sentence in paragraph 25. ***Say:*** *This sentence contains two prepositional phrases:* in front *and* of the school. *It also contains an adverb phrase:* When the bus stopped. *Together, these phrases tell you when the narrator felt nervous.*

Reading Strategy

Paired reading Have students work in pairs to read paragraph 26 closely. Then have them work together to answer the Reading Strategy question.

Reading Strategy Sample Answers
Mr. Lema treats the narrator kindly and respectfully. He is an understanding and polite teacher.



25 When the bus stopped in front of the school, I felt very nervous. I looked out the bus window and saw boys and girls carrying books under their arms. I put my hands in my pant pockets and walked to the principal's office. When I entered I heard a woman's voice say: "May I help you?" I was **startled.** I had not heard English for months. For a few seconds I remained speechless. I looked at the lady who waited for an answer. My first **instinct** was to answer her in Spanish, but I held back. Finally, after **struggling** for English words, I **managed** to tell her that I wanted to enroll in sixth grade. After answering many questions, I was led to the classroom.

26 Mr. Lema, the sixth-grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papá and Roberto picking cotton. After taking roll, Mr. Lema gave the class the **assignment** for the first hour. "The first thing we have to do this morning is finish reading the story we began yesterday," he said **enthusiastically.** He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked **hesitantly.** I opened the book to page 125. My mouth was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said understandingly.

Reading Strategy
Read Closely How does Mr. Lema treat the narrator on his first day of school? Give two words that describe him as a teacher.

startled suddenly surprised
struggling having a difficult time
managed was able
assignment a task

Differentiated Instruction • Homographs

Scaffolding

Say: *Authors tell you what is happening. A good writer will also show you. by painting a picture in your mind. This picture shows you what is happening.* Have students look at the end of paragraph 26. ***Say:*** *The author writes:* My mouth was dry. My eyes began to water. I could not begin. ***Ask:*** *What feeling do these sentences describe?* (being nervous, scared) *What else could the author have written to show this feeling?* (My knees were shaking; my head was spinning; I could not breathe)

Extension

Have students talk about times when they showed strong emotions. What was happening? What were they feeling? Why did they feel this way? Then have students work in pairs. Have them write sentences that show rather than tell about that feeling. Explain that they can do this by adding details. Details can be things such as colors, feelings, or textures. A good way to capture details is to consider the senses: sight, smell, hearing, touch, and taste.

27 During recess, I went into the restroom and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom.

28 Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. "**Gladly,**" he said.

29 The rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school.

30 One Friday during lunch hour Mr. Lema asked me to take a walk with him to the music room. "Do you like music?" he asked me as we entered the building. "Yes, I like ***corridos***," I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me **goose bumps.** I knew that sound. I had heard it in many *corridos*. "How would you like to learn how to play it?" he asked. He must have read my face because before I could answer, he added: "I'll teach you how to play it during our lunch hours."

31 That day I could hardly wait to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sister ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes.



gladly willingly, happily
corridos Mexican ballads or folksongs
goose bumps very small raised points on the skin caused by a strong feeling

Reading Strategy

Read Closely How does the narrator feel about his English class? How do you know?

Build Your Knowledge

The word "read" is a homograph. It appears twice on this page, each time with a different meaning and pronunciation. In paragraph 27, "read" means to see and find meaning in written words. In paragraph 30, "read" means to understand something because of clues or hints.

Reading Check

1. **Recall details** What startles the narrator on his first day?
2. **Infer** Why is Mr. Lema the narrator's best friend?

Read the Selection

- **Preteach vocabulary** Explain the meaning of the term goose bumps as it appears in paragraph 30. Have students say the term with you several times. ***Say:*** *Sometimes when we get cold or excited, we get little bumps all over our skin. In the United States, these bumps are called* goose bumps. *They are called this because they look like the skin of a goose without feathers.* Have students share terms they use to describe these bumps.
- **Prereading** Have students tell about a time when their plans had to be changed. ***Say:*** *When I was 10, I was excited about going on vacation. However, we couldn't go. My dad got sick.* ***Ask:*** *Has this ever happened to you?* ***Say:*** *Tell the class what happened. Describe how you felt.*
- **Guided Reading** Guide the reading of the page and monitor comprehension of the text.
- **Interpret the image** ***Say:*** *Look at the picture at the bottom of the page.* ***Ask:*** *What do you see?* (an old car that's filled with a lot of things) ***Say:*** *The narrator and his family traveled in a car like this.* ***Ask:*** *What does a picture of the car on this page tell you?* (The family is moving again.)
- **Vocabulary development** Review homographs with students. ***Say:*** *A homograph is a word that has different meanings. It may have different pronunciations. The word* read *is a homograph.* Have student create a list of other frequently used homographs.

Reading Fluency

Echo Reading "The Circuit," paragraphs 30–31

Reading Strategy

Practice the strategy ***Say:*** *Let's practice reading closely. Take your time and read paragraphs 27 through 29. Look for words that tell you how the narrator feels about English class.*

Reading Strategy Sample Answers
He likes English class because he spends extra time there.

Reading Check Sample Answers
1. The woman spoke to him in English.
2. Answers will vary. He is helping him learn English. He is nice to him.

Arts Connection

Connect Explain to students that *corridos* are ballads, or folksongs, from Mexico. They often celebrate the "underdog," a person who faces challenges. Their heroes are regular people. Note that the *corrido* is still very popular in Mexican music. Select a *corrido* and share it with the class. Have Spanish-speaking students translate the words into English. Then have students write their own *corridos* about someone they know. ***Ask:*** *What makes that person a good subject for a* corrido*?* Have students read or, if they like, sing their *corrido* for the class.

Cultural Connection

Define and clarify Ask: How did the narrator get help from his teacher? (During recess, he went up to the teacher and asked him for help.) Explain to students that in some cultures people do not ask for help. They do not want to show when they do not know something. Many cultures see asking questions as a sign of weakness.

Apply the Reading Strategy

Read Closely

- **Preteach** Explain the reading strategy by defining the word *closely*. ***Say:*** Closely *is an adverb; you can tell by the* -ly *ending. The word* close *has multiple meanings. It can mean* not far away. *It can also mean* how someone is related. *But here, it means* in a careful and thorough way, with attention to detail.
- **Apply** Have students tell about details from "The Circuit" that helped them understand the family's situation. Look through the story with students to find additional details. Discuss how reading closely helped them find and identify these details.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

suggest *(hint, imply, propose, recommend)*

Have students use a **Word Web** to understand the Academic Vocabulary word.

- **Preview** Explain that knowing this word will help students understand the Reading Comprehension Questions on page 285.
- **Understand academic vocabulary** Read the explanation and sample sentence with students. Discuss the visual cues. ***Ask:*** *What is this person wearing?* (a uniform) *How does this uniform* suggest *that this person is a police officer?* (The woman's badge and bullet-proof vest are found on the uniform of a police officer.) Ask several students to use *suggest* in a sentence.

Checkpoint Sample Answer
It's time to start school.

Apply the Reading Strategy

Read Closely

Now complete the graphic organizer.

1. Review the Reading Strategy on page 273.
2. Copy the two-column chart.
3. Look through the reading for **particular** words, phrases, and sentences that help you understand the people, events, and emotions in the narrator's life.
4. Write what the narrator says in the left column. Include the paragraph numbers. In the right column, write your interpretation.
5. After you complete your chart, talk with your classmates about the **mood** of the reading.

Words from the Text	My Interpretation
1. Paragraph #: 5 Quotation: "Suddenly I felt even more the weight of hours, days, weeks, and months of work." 2. Paragraph #: Quotation:	He felt everything he had worked for didn't matter anymore. He knew he needed to start all over again.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
suggest *verb*	to bring an idea to mind	The uniform **suggests** that she is a police officer.	

Draw a picture and write a sentence for the word.

Checkpoint
What does the sound of the school bell **suggest** to you?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Preteach the literary element *personification.* Point out the word "person" in "personification." Explain that the suffix *-ation* means *action* in this word. ***Say:*** Personification *is a form of figurative language. When authors personify something, they give it qualities normally found in a person. For example, an author might write:* The ant marched bravely across the table. Here, the *author is giving the quality of bravery to an insect.* Have students brainstorm a list of human qualities. Work as a group. Use these qualities to personify non-human things.

Extension

Practice using the word *mood* in context to talk about stories. ***Say:*** *The narrator's attitude changes over time. During the grape harvest, he is hiding from the school bus. When he wakes up on the first day of school, it is early. He says he could not look at his brother. He knows his brother is sad. When you read, look for the words that change how you feel. The writer chose these words on purpose. The writer wants to create a certain mood or feeling.* ***Ask:*** *What mood is the writer creating here?* (sadness)

Reading Comprehension Questions

Think and Discuss





1. **Recall details** What city does the family move to at the beginning of this episode of the autobiography?
2. **Identify cause and effect** Why did the narrator feel sick to his stomach in the vineyard?
3. **Compare and contrast** How does the **mood** at the beginning of "The Circuit" compare to the **mood** at the end?
4. **Recognize author's use of language** What does Francisco Jiménez's use of Spanish **suggest** about his memories of childhood?
5. **Make a personal connection** Why is the nicked and dented pot important to Mamá? Which of your possessions would you take with you if you moved? What **significance** do they have?
6. **Revisit the Reading Focus Questions** Go back to page 274 and discuss the questions.

Literary Element

Personification

When an author gives human traits or characteristics to something that is not human, it is called **personification.** Personification is a type of **figurative language,** or words used to express meaning in a colorful way rather than its exact (literal) meaning. Authors use personification to describe a setting or event more vividly. Read this sentence from "The Circuit":

Finally the mountains around the valley **reached out** and **swallowed** the sun.

We know that mountains cannot really reach out and swallow the sun. Yet the meaning is clear because the author uses human actions that you can relate to. Personification adds richness to the description.

1. Why do you think Francisco Jiménez uses personification in his story?
2. Find another example of personification in "The Circuit."

Checkpoint

1. What is **personification**?
2. Describe an item in your classroom using **personification**.





Reteach and Reassess

Define Discuss with students the characteristics of an *autobiography.* (nonfiction, written by the person it is about, usually in the first person) Prompt students with questions if necessary. ***Ask:*** *Who is an autobiography about? Who is "The Circuit" about? Where does an autobiography take place? Where does "The Circuit" take place? What is an autobiography about? What is "The Circuit" about?* Have students discuss the author's purpose in writing "The Circuit." (to entertain)

Writing Strategy

Identify figurative language ***Say:*** *Review "The Circuit" and find instances of personification. Write them down, and share them with a partner. Then choose two other sentences. Rewrite the sentences using personification.* Give an example. Write: *The sun had tired and sunk behind the mountains.* Underline the subject (sun). ***Ask:*** *What other personification could I make using* the sun*?* Write an example on the board, such as: *The sun had gone to sleep.* Have students share their new sentences with another pair.

Unit 5 • Chapter 1
After Reading 1

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationship (QAR)
"Right There"
1. Fresno
"Think and Search"
2. He drank too much water too fast.
3. It is the same. In the beginning, the narrator is sad to leave the fields. At the end, the narrator is sad to leave school.
"Author and You"
4. He remembers being part of two worlds. In one world, he spoke Spanish. In the other, he spoke English.
"On Your Own"
5. Answers will vary.
Revisit the Reading Focus Questions
6. Answers are found on page 274.

Literary Element

Personification

- **Vocabulary development** Explain that *personification* means giving human qualities to non-human things.
- **Interpret figurative language** Explain that personification is a type of figurative language. The author is not describing something real. ***Say:*** *Mountains cannot reach out, and they cannot swallow.* ***Say:*** *What does the author really mean when he writes,* The mountains reached out and swallowed the sun? *(the sun set behind the mountains)*
- **Application** Have students write their own sentences using personification.

Reading Fluency

Repeated Reading Literary Element

Literary Elements Answers
1. It makes the reading more interesting.
2. Answers will vary. The bell screamed that it was the end of the school day.

Checkpoint Sample Answers
1. Personification is giving human qualities to a non-human thing.
2. The pencil rests lazily on my desk.

Read the Selection

CD 3, Track 3 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students preview each section of the text before reading it. Explain that when they preview, they look at a text's headers and words in bold face (dark type) to get an idea of what the text is about.
- **Reading aloud** Read the text aloud and have students follow along in their own text.
- **Interpret the images** ***Say:*** *What do the photographs and their captions tell you?* (the type of fruit, the original cost, what percent of the original cost is being subtracted from the final cost)
- **Vocabulary development** Explain that *proposes* is another word for *suggests.* People often propose ideas. ***Ask:*** *What is an idea you have proposed?*

Reading Fluency

Echo Reading "Many Changes"

Reading Strategy

Read with a Purpose Remind students that the goal of this selection is to read with a purpose. Check students' understanding by asking them to explain how the purpose of a selection affects the reader. How does the purpose affect your attitude toward the text? Have a volunteer tell how they feel when reading an informational text. How do they feel when reading fiction?

Reading Strategy Sample Answer
My purpose for reading was to learn about percent changes on supermarket items. I asked myself what parts of the text would be most important for understanding percent changes.

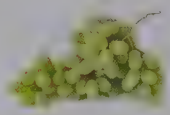
Reading 2

Content
Mathematics

MANY CHANGES

Design a Sign

Save Supermarket is planning a super sale. They want to design a sale sign showing the produce prices. Ms. Vander gives these discounts.



Grapes
Were $3.20/kg
Now 25% off



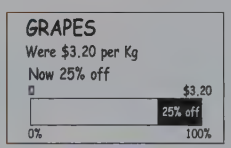
Granny Smith Apples
Were $2.89/kg
Now 20% off



Red Delicious Apples
Were $2.40/kg
Now 15% off

1. Are these good sales for customers?

The employees brainstorm about what to write on the sale signs.



Bert sketched this sign for grapes. He used a percent discount and a **percent bar** to visually show the relationship between the original price and the discount price.

2. Sketch signs for Granny Smith and Red Delicious apples using Bert's suggestions.

Janice **proposes** that they include fractions instead of percents. She believes customers can estimate the discounts more easily if they use fractions.

3. a. **Reflect** Do you agree with Janice? Defend your position.
   b. Draw one sign using Janice's suggestion.

Reading Strategy

Read with a Purpose
Think about your purpose for reading. How did it affect the questions you asked yourself about the text?

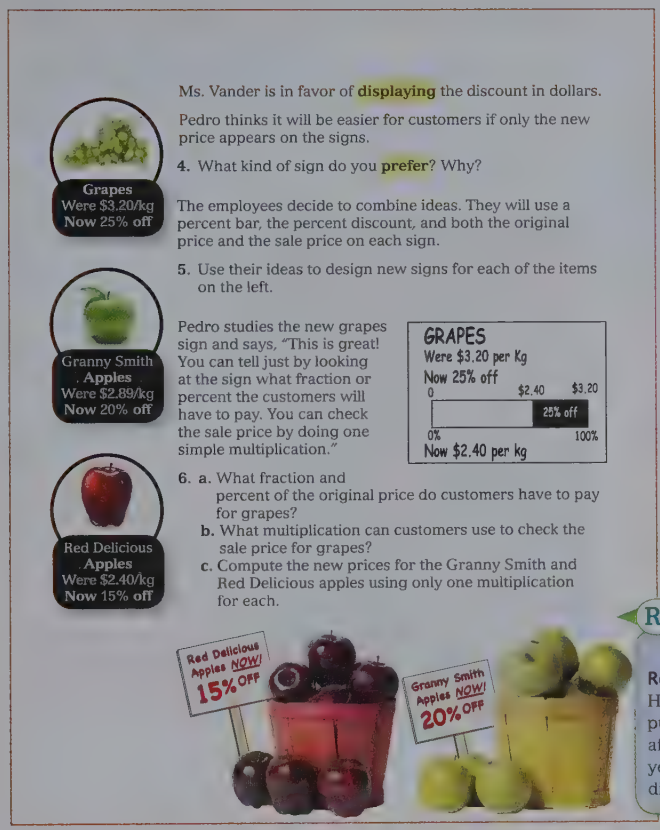
Differentiated Instruction • Reading Comprehension

Scaffolding

Explain to students that math textbooks generally have little text. The text teaches a math idea or skill. Students need the text to understand the skill. This selection is about math. It teaches a concept, but it also has extra information such as characters' names, a setting, and a plot. ***Ask:*** *What is the purpose of writing an entertaining story about math?* (An entertaining story may get people who dislike math interested in reading about math.)

Extension

Choose a problem from "Many Changes" for students to work on at home. Encourage students to use the reading strategy and talk through the problem with a family member. Then have the student and the family member come up with a math problem of their own. Brainstorm a story that could tell about the math problem. Who are the characters? Where is the story set? What is the plot? Write a brief description of the story.



Unit 5 • Chapter 1
Reading 2: Content

Read the Selection

- **Preteach vocabulary** Explain the meaning of the verb *combine* and its relationship to the noun *combination*. ***Ask:*** *How does the sign created by the employees reflect a combination of their ideas?* (It shows a percent bar, the percent discount, the original price, and the sale price)
- **Reading aloud** Read the text aloud and have students follow along in their own text.
- **Interpret the image** Explain to students that businesses use many different ways to advertise sales. ***Say:*** *Business owners want shoppers to see that they are getting a bargain. It is important to compare prices. That is how you know you are getting the best deal.*
- **Vocabulary development** Remind students of the meanings of the vocabulary words *displaying* and *prefer*. Point out how you *display* student work in the classroom. ***Say:*** Displaying *is a way to show something. Some people like to* display *their work. Some people* prefer *not to.* ***Ask:*** *Do you like to* display *pictures in your room at home? Do you prefer blank walls?*

Reading Strategy

Identify text feature Point out the numbered questions in the reading selection. ***Say:*** *Numbered items in a text usually indicate a question that must be answered.* ***Ask:*** *How many questions are there on these two pages?* (six) *How many parts does question 6 have?* (three)

Reading Strategy Sample Answers
I knew this was a math text. I only focused on the math information.

Reading Check Answers
1. grapes, Granny Smith apples, and Red Delicious apples
2. the relationship between the original price and the discount price

Math Connection

Connect Explain to students that percentages are based on 100. ***Say:*** *If I have eight books and all have brown covers, 100 percent have brown covers. If only four of these books have brown covers, 50 percent have brown covers. If two of my books have brown covers, 25 percent have brown covers.* ***Ask:*** *If only one book had a brown cover, what percent would that be?* (12%) Explain that a percent can be written out or represented with a symbol (%).

Mechanics Connection

Proper names Explain to students that certain varieties of fruit have proper names. Two examples are Granny Smith and Red Delicious. Both of these are names of types of apples. When writing about these apples, you start their names with a capital letter.

Read the Selection

- **Reading aloud** Read the text aloud and have students follow along in their own text.
- **Interpret the image** Explain the purpose of the labels that point to the strawberries and the apples in the photograph. (They show that the strawberries and apples are on sale.)
- **Vocabulary development** Point out to students how the fruit in the photograph is set up. It is attractive. It is organized. Remind them that the fruit is being displayed. *Display* means *to show.* This fruit is displayed well.

Reading Strategy

Read with a Purpose ***Say:*** *One reason we read is to be informed.* ***Ask:*** *What information did we get on this page?* (the importance of percentages to buyers and sellers) Have students look at the labels pointing to the apples and strawberries in the photograph. Ask students which fruit is the better bargain. (the apples—they're 20% off, and the strawberries are only 15% off)

Reading Strategy Sample Answers
I used the knowledge that many supermarkets include discounts on signs in percentages. If my purpose were to learn about sales, then I would only want to know the final discounted price and not how that price was calculated.

Reading Strategy

Read with a Purpose
What prior knowledge did you use as you read this page? How would your answer be different if your purpose for reading were to learn about sales instead of math?

The Importance of Understanding Percentages

Understanding the concept of percentages is important to both buyers and sellers. It allows sellers to determine how much of a discount to provide and how to **display** the discount. It allows buyers to compare the regular price to the discount price and figure out how much money they can save.



Use what you learned about percent changes to calculate the sale price of apples and strawberries. Then create a percent bar for each.

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Copy the comparison chart on page 291 on the board. Direct students back to the descriptions of the genres (p. 274: autobiography; p. 287: informational text; mathematics textbook). Review the characteristics of each genre. (autobiography: true, written by an author about his or her life; informational text: true; gives information)
Say: *Did the events in "The Circuit" really happen?* (yes) *How do you know?* (It is an autobiography, which is a true story about the author's life.) *Does "Many Changes" give us information?* (yes) *What kind of information does it give us?* (math)

Extension

Create a classroom Venn diagram comparing "The Circuit" and "Many Changes." Have students take turns coming up to the board and listing features unique to "The Circuit," features unique to the textbook excerpt, and features both texts have in common. After students write on the board, have them explain why they wrote what they did. Have them explain why they placed their feature where they did. Once each student has had a turn, ask the class if there is anything else that can be added to the Venn diagram.

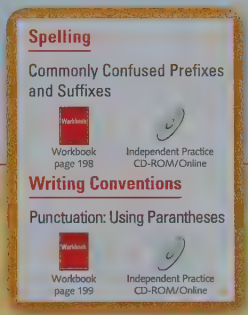
After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What are Ms. Vander's employees trying to do?
2. **Summarize** How do the employees work together to accomplish their goal?
3. **Make connections** How does a real-life situation help you personally connect with the math concept in this lesson?
4. **Reflect** Did the pictures and graphs help you to understand the math concept? **Propose** another way the author can help readers to understand the math concept.
5. **Apply** Will this math lesson help you be a better buyer?
6. **Revisit the Reading Focus Questions** Go back to page 287 and discuss the questions.





Connect Readings 1 and 2

You have read two readings on the theme "Change." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the structure of the two readings.

Reading title	What is text genre?	What does each author want to say about change?	How do the authors use details to support their viewpoints?
The Circuit			
MANY CHANGES			

2. With a partner, ask and answer these questions.
   a. Suppose bad weather has damaged crops like grapes or cotton. How will that affect workers like Francisco's family? How will that affect customers like your family?
   b. Think about how technology has changed the way people do things. How has technology made growing and harvesting crops easier? How has it made shopping for food and clothing easier?
3. **Revisit the Chapter Focus Question** How does change affect people's everyday lives? Use examples from "The Circuit" and "Many Changes" to answer this question.

Home Connection

Relate to personal experience Discuss with students the fact that change is constant. Talk about changes that have taken place in the school or at home. Talk about how these changes affect students' lives. Discuss how these changes affect their homes. Give students copies of the local newspaper to aid in the discussion. Tell students they must decide whether these changes are good or bad. Then put students in small groups. Have each group write a short article stating their opinions.

Math Connection

Connect Have students work in small groups. Have each group design an advertisement for a sale at a store. It can be any type of a store—a grocery store, an electronics store, or a clothing store. Have students draw pictures of the items on sale, list their original prices, and note the percent off. Then have them exchange ads with another group to figure the sale price of each item in the other group's advertisement. Display the ads around the classroom.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationship (QAR)

"Right There"
1. decide how to display the price changes

"Think and Search"
2. They brainstormed ideas and decided to combine their ideas into a sign that says everything about the discounts.

"Author and You"
3. The lesson is more meaningful because shopping for discounts is something that I do and ought to learn more about.
4. Answers will vary. Have students share their ideas.

"On Your Own"
5. Answers will vary.

Revisit the Reading Focus Questions
6. Answers are found on page 287.

Spelling

Commonly Confused Prefixes and Suffixes Students will learn more about how to spell prefixes and suffixes that are often confused on page 198 of the Workbook.

Writing Conventions

Punctuation: Using Parentheses Students will learn more about when to use parentheses on page 199 of the Workbook.

Connect Readings 1 and 2

Compare and contrast ***Say:*** "The Circuit" *and* "Many Changes" *are about changes.* Work with the class to develop a statement telling what "The Circuit" and "Many Changes" have to say about the theme of changes.

Answers

1. "The Circuit"—text genre: autobiography; author's view on change: change is something that happens all the time whether we want it to or not; author's use of details: the story begins and ends the same way, with a big change that the author doesn't want to happen.
   "Many Changes"—text genre: informational text; author's view on change: change can be helpful to people, particularly to shoppers looking for discounts; author's use of details: the text goes through the steps to calculate percent changes.
2. a. Bad weather would mean there was no work for workers. It might mean less food and, thus, higher prices, for others.
   b. Technology has made harvesting quicker and easier. Some fruits, like strawberries, must still be picked by hand. Technology has made it very easy to buy food and clothing. We can even buy things from home over the Internet.
3. Answers will vary, but students should include examples from both readings in their answers.

Listening and Speaking

Role-play Selling and Buying a Product

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** ***Ask:*** *What do you do when you role-play?* (act) *What are you trying to do?* (do and feel what a character would do and feel in the situation)
- **Vocabulary review** Remind students to use Key Vocabulary words in their discussions whenever possible.
- **Practice** Have students practice several times before performing for the class. Explain to students the importance of posture, tone of voice, etc. when portraying a character. Have students experiment with different approaches.
- **Listening and speaking strategies** Remind students to make eye contact with their partners when role-playing so their performances are convincing. Also, remind students to speak loudly so others can hear them.

Phrases for Conversation

Asking for Help and Asking for and Giving Advice

Modeling Model asking for help and asking for and giving advice. Ask a student for help with something simple, such as passing out graded papers. Then offer advice on how to do that simple job. Tell students that it is important to speak politely in these situations. ***Say:*** *Could you help me pass out these papers, please? I suggest that you sort them first. It will go much faster.* Tell students that these are the kinds of phrases they will use when they need help.

Reading Fluency

Use Pace and Expression to Read Dialogue
Phrases for Conversation

Reading Fluency

Reading Silently

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Practice Ask students to read a selection silently. Have them look for key words and phrases about the reading. Explain that when they read silently, they can read more quickly. However, they must also read accurately. This

After Readings 1 and 2

Phrases for Conversation

Asking for Help

Could you help me, please?
Can you tell me ...?

Asking for and Giving Advice

What do you recommend?
I would advise you to ...
I suggest that you ...



Listening and Speaking

Role-Play Selling and Buying a Product

In "Many Changes," you read about a business that is offering discounts to the people who shop in its store. Role-play a conversation between a customer and salesperson.

1. Work with a partner.
   a. Decide who will be the customer and who will be the store employee.
   b. Together, choose a product that you will buy and sell.
2. Prepare for your conversation.
   a. CUSTOMER: Think about what you want to know about the product. Make a list of questions you want to ask.
   b. SALESPERSON: Think about why the customer should buy that product at your store.
3. Talk about the product. Look at each other. Speak clearly and in a formal way, but also be friendly and polite.
   a. SALESPERSON: Try to make the customer want to buy your product. Tell why you think it is better than other products. Use details about the product, and anecdotes and experiences, to give the customer more information.
   b. CUSTOMER: Try to get the best product at the best price. Ask questions to get as much information as you can.
4. Make a decision and finish the conversation. Then talk with your partner about the role-play.
   a. CUSTOMER: Will you buy the product? Why or why not?
   b. SALESPERSON: Did you do your best to sell the product? What could you do better next time?

Reading Fluency

Reading Silently

Reading silently helps you learn to read quickly and accurately with understanding.

1. Listen to paragraph 8 of "The Circuit" on the audio CD.
   a. Listen for groups of words.
   b. Also pay attention to what the words, phrases, and sentences mean.
2. Reread paragraph 8 silently two times. Your teacher will time your second reading.

Differentiated Instruction • Listening and Speaking

Scaffolding

Remind students that *phrases* are short sentences. They are meant to ask for or give information quickly. There are phrases that people use every day in conversation. We use these phrases when we buy and sell things. Write a short conversation on the board between two people using these phrases. Underline the phrases. For example:

A: Excuse me. Can you tell me which television you recommend?
B: Of course, I would advise you to buy this one.

Extension

Have students work in pairs to pretend to buy and sell something. Ask them to have a conversation using polite conversational phrases such as *Could you help me, please? Can you tell me...? What do you recommend? I suggest that you....* After the pairs do this, have another pair of students critique the conversation. Which phrases do the students use? Are they polite? What would make the conversation flow more smoothly? Have student pairs switch places and try again.

3. Retell what you read in your own words. Try to use as many details as possible.

Vocabulary Development

Suffixes

The part of a word that comes after the root is called a **suffix**. Unlike prefixes, many suffixes can change a word from one part of speech to another. Knowing the meaning of suffixes can help you figure out the meanings of many words in your social studies, math, and science readings. Many suffixes come from the Greek and Latin languages. Some also come from Anglo-Saxon English.

Build Your Knowledge

When you add the suffix **–er** to a word with one syllable whose last two letters are a vowel and a consonant, you must double the consonant:
run ⟶ **runner**
hit ⟶ **hitter**
quit ⟶ **quitter**

Noun Suffix	Meaning of Suffix	Example Word	Meaning of Word
–er, –or (Latin)	one who	customer; narrator	person who buys something; person who tells about something
–ism (Greek)	act or condition of	heroism	the act of being a hero
Verb Suffix			
–fy (Latin)	make, do	pacify	to make peaceful
–ize (Greek)	make or cause to be	penalize	to force a punishment on someone
Adjective Suffix			
–able, –ible (Latin)	capable of being	understandable; legible	capable of being understood; capable of being read
–ful (Anglo Saxon)	full of, tending to	hopeful; helpful	full of hope; tending to help

Add a suffix to each word to create a different part of speech. After each word, write its part of speech. Use a dictionary to be sure your words are correct. Be careful of spelling changes.

1. catch **2.** beauty **3.** collect **4.** use **5.** national

Checkpoint

1. Give three words with different kinds of suffixes.
2. What part of speech does each of your suffixes create?

Vocabulary Log | Workbook page 200 | Independent Practice CD-ROM/Online

Classroom Management

Organization and delivery of oral communication If you have an odd number of students, pretend that one student is helping two customers. The customers can ask different questions. The salesperson can answer them one at a time. For an extra challenge, pretend that one customer is rude. This customer, who was second in line, likes to interrupt. This customer wants to be served first. The sales person must figure out a way to politely serve both customers in the order that they arrived.

Language Transfer and Interference

Speaking application Different languages stress different words when asking questions. Explain that in English, speakers' voices rise in pitch at the end of a phrase when asking a question. Model questions such as *Does this come with batteries? How many batteries does it take?* Have students repeat the questions using proper intonation. Point out that this technique applies to all questions whether they are yes/no questions or those requiring longer answers.

is how they will understand the text.

Unit 5 • Chapter 1 After Readings 1 and 2

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Suffixes

- **Preteach vocabulary** Explain to students that a suffix is a word part added to the end of the root, or main part of a word. Adding a suffix can change the meaning of a word. The table on page 293 gives examples of common suffixes that change the meaning of root words.
- **Universal access** Have students illustrate the root word meanings on an index card and then write a word containing the root, its suffix, and the meaning of the suffix on the back (e.g., illustration of work on front; illustration of worker and "-er means *one who*" on back.) Instruct students to add words that use the same suffixes, like *worker, baker, farmer.* Have them color-code the suffix within the word.
- **Apply** Have students use their knowledge of suffixes to analyze the meaning of complex words in things they read.)

Reading Fluency

Reading Words in Chunks Vocabulary Development, first paragraph

Answers

1. catch: catcher (one who catches), noun; catchable (capable of being caught), adjective
2. beauty: beautify (make beautiful), verb; beautiful (full of beauty), adjective
3. collect: collector (one who collects), noun; collectable (or collectible) (capable of being collected), adjective; (a collected item), noun
4. use: user (someone who uses), noun; useful (full of uses), adjective; usable (capable of being used), adjective
5. national: nationalism (feeling of pride in one's country), noun; nationalize (make national), verb

Checkpoint Sample Answers

1. talk: talker; terror: terrorize; note: notable
2. noun, verb, adjective

Grammar

Prepositions and Prepositional Phrases

Instructional Routine for Grammar
page Txxxii

- **Preteach** ***Say:*** *The boy is sitting on the box. The boy is sitting in the box.* Ask students what changed from the first to the second sentence. Explain that you changed the preposition. By changing the preposition, you changed the meaning of the sentence.
- **Teach** Read the list of common prepositions with the students. Use paired sentences to demonstrate how changing the preposition can change the meaning of a sentence.
- **Apply** Have students think of a sentence that contains a prepositional phrase. Then have them change the preposition to change the meaning of the sentence.
- **Practice** Have students compare their sentences with a partner. Go over the sentences and remind students to ask questions about any answer they do not understand.
- **Extend** Have students share their answers for the Use the Grammar Independently orally with a partner before sharing them with the class.

Practice the Grammar Answers
1. of the apples/of/one; on the floor/on/fell
2. about her vacation/about/talk; in Mexico/in/vacation
3. During cold weather/during/wears; with a hood/with/jacket

Use the Grammar Sample Answers
1. He is the best of students.
2. Meet me there after school.
3. My parents are meeting with the teacher.
4. We parked the car near the store.
5. There is no talking during class.

Grammar Expansion

Combining Sentences with Prepositional Phrases Students will practice combining sentences with prepositional phrases more on Workbook page 203.

Grammar

Prepositions and Prepositional Phrases

A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence. Here is a list of common prepositions.

about	against	before	between	for	near	over	to
above	around	behind	by	from	of	since	under
after	at	below	during	in	on	through	with

Prepositions can change the entire meaning of a sentence.

Please put the apples **on** the table.

Please put the apples **under** the table.

A **prepositional phrase** begins with a preposition and includes the preposition's object, which is a noun or pronoun.

A prepositional phrase can be used as an adjective.

One **of my friends** wrote a report **about Fresno.**
(Which one?) (What kind?)

A prepositional phrase can also be used as an adverb.

On Monday I shopped **at Save Supermarket.**
(When?) (Where?)

Sometimes you can combine short related sentences using prepositional phrases.

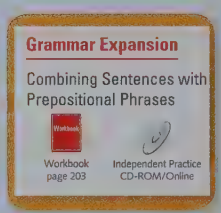
It was Saturday. We saw Omar. He was in the park.
On Saturday we saw Omar **at the park.**

Practice the Grammar Write each prepositional phrase. Circle the preposition. Underline the word the phrase modifies.

1. One of the apples fell on the floor.
2. Juanita gave a talk about her vacation in Mexico.
3. During cold weather, Jorge wears a jacket with a hood.

Use the Grammar Independently Say a sentence using each prepositional phrase. Then write a sentence.

1. of students
2. after school
3. with the teacher
4. near the store
5. during class



Workbook pages 201–202
Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Help students visualize what different prepositions mean. Choose several objects in the classroom. Have students write a sentence using a prepositional phrase to describe where each object is located. For example, *The clock is on the wall; My books are in my desk; The purple flowers are near the pencil sharpener.* Have students underline the prepositions in each sentence (on, in, near). Have them explain why they chose that particular preposition for their sentences.

Extension

Move the objects to a new location. Have students write new sentences correcting their prepositions to show the new locations. ***Ask:*** *Which preposition did you use this time? Why did you choose that preposition? How does the new preposition change the meaning of the sentence?* Have students draw pictures of the objects in both their original and new locations. Have them write their sentences below each picture and underline the prepositions.

Infinitives and Prepositional Phrases

An **infinitive** is a verb form with **to** plus the base form of a verb. An infinitive can be used as a noun. It can be the subject of a sentence. It can also be the object of some verbs, such as *want, like, need, plan, start, decide, try,* and *agree.*

To read requires skill. (*To read* is the subject.)
I decided **to exercise**. (*To exercise* is the object.)

Infinitives are sometimes used to show purpose. Purpose infinitives answer the question *Why?* and express the same meaning as *in order to.*

My sister went to Save Supermarket **to shop.**
(*To shop* tells why she went to Save Supermarket.)

Infinitives can be confused with prepositional phrases. An infinitive is the word **to** plus the base form of a verb. A prepositional phrase is the word **to** plus a noun or pronoun.

My sister went **to Save Supermarket to shop.**
(The phrase *to Save Supermarket* is a prepositional phrase. It ends with a noun.)
(The phrase *to shop* is an infinitive. It ends with a verb.)

Practice the Grammar Copy the sentences. Label each underlined phrase ***I*** for **infinitive** or ***PP*** for **prepositional phrase.**

1. Juan's mother went to school to learn English.
2. To drive to the post office will take 10 minutes.
3. Martina plans to go to college.

Use the Grammar Independently Write three sentences about studying English. Use at least one infinitive and two prepositional phrases.

Checkpoint

1. Find a prepositional phrase in "The Circuit." What does it modify?
2. Find an infinitive in "Many Changes." How is it used in the sentence?


Workbook page 204


Independent Practice CD-ROM/Online

Grammar (cont.)

Infinitives and Prepositional Phrases

- **Preteach** ***Say:*** *I want to go to the zoo.* Point out that the word *to* is used twice in this sentence. Explain that only one of these words is a preposition. The other is part of an infinitive.
- **Teach** Explain that *infinitives* are often confused with prepositional phrases. However, an infinitive contains the word *to* and a verb, such as *to go, to run,* and *to walk.* A prepositional phrase contains a preposition plus a noun or a pronoun. Many prepositional phrases contain the word *to,* such as *to the zoo, to my mother,* and *to her.*
- **Apply** Read the sample sentences. Have volunteers identify the infinitives and prepositional phrases. Have students work in pairs to identify the words in the sentences that tell them which are infinitives and which are prepositional phrases.
- **Practice** Have students compare their answers with another pair. Go over the answers and remind students to ask questions about any answer they do not understand.
- **Extend** Have students work in pairs. Each pair has an object, which they will move around the classroom. One student gives the other instructions using a prepositional phrase (on the shelf, by the window). The other student must place the object in the correct location.

Practice the Grammar Answers
1. PP; I
2. I; PP
3. I; PP

Use the Grammar Sample Answers
Answers will vary but may include:
1. I go to school (PP) to study (I) English.
2. I like to learn (I) new things.
3. Learning English is fun to do. (I)

Checkpoint Answers
Answers will vary but may include:
1. With both hands on the wheel, he stared at the dirt road. (stared)
2. The employees decide to combine ideas. (object)

Language Transfer and Interference

Define and clarify Prepositions are among the most difficult concepts in English. The same preposition may be translated in various ways depending upon the situation. For example, *He ran by the tree. The book was written by Elena.* In addition, different prepositions can sometimes be used to mean the same thing, such as *He sat by the tree* and *He sat near the tree.* Work with students so they can gain clarity on the correct use of prepositions in context.

Home Connection

Relate to personal experience Ask students to write sentences describing a room at home. They should begin at one place and write sentences that tell where different objects are located. Students should use prepositions to describe where these objects are. When they are done, the sentences should form a verbal map of the room. Then, have students exchange their papers with a partner. Ask them to draw a picture of the other's room, based on the descriptions in the prepositional phrases. Then ask them to discuss how their pictures resemble the actual room.

Writing Assignment

Write a Business Letter About a Defective Product

Instructional Routine for Writing page Txxxvi
Teacher Resources: Graphic Organizers: Business Letter
Teacher Resources: Rubrics: Rubric for Writing Assessment
Milestones Handbook, pages 409–449

- **Vocabulary review** Remind students to use Key Vocabulary words in their writing whenever possible.
- **Review formatting** Remind students of how to format a business letter. Review business letter format with the **Business Letter** graphic organizer.
- **Grammar review** Review prepositional phrases and remind students to use them when writing letters.

Writing Prompt

Interpret the writing prompt Read the Writing Prompt aloud. Make sure that students understand the words *customer service* (a department that handles customer requests and complaints) and *defective* (broken; not working). Have volunteers summarize the prompt in their own words. ***Ask:*** *What is the main idea of this letter?* (Sample answer: The CD doesn't work. I want a new one.)

Read the Student Model

- **Analyze model writing** Have students read the model silently. ***Ask:*** *Who is writing the letter?* (Francesca Rodriguez) *What is the problem?* (One of her CDs does not work.) *What does she want?* (a new CD)
- **Grammar review** Point out the phrases *on April 10* and *from Monster Music.* ***Ask:*** *What kind of phrases are these?* (prepositional phrases) Point out the words *to hear* and *to replace.* ***Ask:*** *What are these examples of?* (infinitives) ***Say:*** *Remember to use prepositional phrases and infinitives correctly in your own letter.*

Reading Fluency

Paired Reading Student Model, body of letter

Writing Assignment

Write a Business Letter About a Defective Product

Writing Prompt

Write a business letter to the customer service department of your favorite store. Tell about a product that you bought but later found to be defective, or damaged. Ask for action on the part of the store. Use prepositional phrases when appropriate.

Write Your Business Letter

1. Read the student writing model. The student model will help you to understand the six parts of a business letter.

Student Model



123 Main Street
Fresno, CA 93650 — heading
July 25, 2008

Customer Service Department
Monster Music
456 Lake Drive — inside address
Chicago, IL 60657

Dear Sir or Madam: — salutation

On April 10, I bought three *corridos* CDs from Monster Music. Two of the CDs are fine, but one CD is defective. When I played it, the sound was hard to hear. — body

I have enclosed the defective CD and my sales receipt. Please send me a new CD to replace this one. Thank you.

Yours truly, — closing

Francesca Rodriguez — signature
Francesca Rodriguez

Workbook page 205

Differentiated Instruction • Writing Assignment

Scaffolding

Explain to students that it is important to state the problem or complaint clearly and politely in a business letter. ***Ask:*** *Why is it important to write clearly?* (When you write clearly, the reader understands the problem.) *Why is it important to write politely?* (When you write politely, the reader wants to help you correct the problem.) *What is the purpose in writing about a complaint or a problem?* (to get the problem solved) Have students brainstorm clear, polite ideas to include in a business letter.

Extension

Have students write a response to Francesca's letter from the point of view of Monster Music. ***Ask:*** *Would the date on the letter be before or after July 25, 2008?* (after) *What would be different about the heading and inside address?* (The addresses would switch places.) *What would be different about the salutation?* (It would say *Dear Miss Rodriguez:*) *What would be different about the signature?* (Someone at Monster Music would sign the letter.) Students should use the business letter format.

2. **Prewrite.** Gather important information, such as the name and price of the product, date of purchase, and name and address of the store.
3. **Write your letter.** A business letter is a formal type of communication, so use a word-processing program if you can.
   a. In the heading, write your address. Always include the date below your address. In the inside address, write the company's address.
   b. In the salutation, write the name of the person you are writing to if you know it. Use *Sir* or *Madam* if you don't.
   c. In the body, tell why you are writing and the kind of action you expect. Your tone should be persuasive but polite.
   d. Write your closing. Use a formal closing such as *Sincerely* or *Yours truly*.
   e. In the signature, sign your name.
4. **Revise.** Reread your letter. Be sure you used the correct form, provided important information, and used a polite tone. Reword your letter to make it clearer.

   Use the **editing and proofreading symbols** on page 435 to mark any changes you want to make.
5. **Edit.** Check for correct grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find any problems and errors.
6. **Publish.** Use a computer to type your letter in an e-mail message that includes all six parts of a business letter. Send the message to your teacher's school e-mail address. Ask for feedback.

Writing Checklist

1. I included all six parts of a business letter.
2. I included all the important information.
3. I used polite and formal language.
4. I used prepositional phrases correctly.

Writing Suggestion

If a prepositional phrase is too far from the word it modifies, it can confuse the meaning of a sentence. Check your letter for misplaced prepositional phrases. Place them close to the modified word.

Writing Support

Mechanics

Capitalization and Punctuation in a Business Letter

Capitalize the first word of your salutation, as well as all names and titles. Use a colon (:) at the end of the salutation.

Dear Sir or Madam:

Capitalize only the first word of the closing. Use a comma (,) at the end.

Yours truly,

Apply Check your salutation and closing for correct capitalization and punctuation.

Home Connection

Relate to personal experience Have students ask a family member if they have ever returned a product or complained about a service. Why did they complain? What was the result? Do they think they handled the situation correctly? Why or why not? What do they think they did correctly? What do they wish they had done differently? If they had handled the situation differently, do they think the result would have been different?

Language Transfer and Interference

Word Choice Point out the salutation at the beginning of the letter: *Dear Sir or Madam.* Explain that in English, *Sir* is a respectful way to address a man. Tell students that *Madam* is the respectful form for women. Women can also be addressed as *Ms.* or *Miss* if you know the person's last name. Discuss the forms of respectful address used in other languages. ***Ask:*** *Are different forms used for men and women? Are different forms used for different reasons?*

Writing Assignment (cont.)

Prewrite

- **Think about writing** Read the boldface words on page 297 aloud. Remind students that there are several steps to good writing. ***Say:*** *It takes time to do a good job of writing. You have to think about what you are going to write. You have to check what you have written. When you do not make mistakes, your writing has a stronger message.*
- **Writing Suggestion** Remind students to place prepositional phrases near the words they modify. If they do not, their sentences will be confusing.
- **Apply** ***Ask:*** *Who are you writing this letter to?* (Monster Music) *What type of a letter is this?* (a business letter) *What tone should you use in this letter?* (polite)

Write Your Letter

Have students work with a partner to write their own letters to Monster Music.

Revise

Have pairs of students review each other's letters. Tell them to read closely. ***Ask:*** *Why do you think the writers chose those words? What words might have been better?* Have students discuss ways to improve the letters.

Edit

Remind students to follow the steps of the Writing Checklist when writing their business letters.

Publish

Have students exchange their letters with a partner. Have each partner react to the letter by writing a reply business letter from the customer service department of the store.

Writing support

Capitalization and punctuation Review with students how to punctuate a greeting (with a colon) and the closing (with a comma). Point out that both *Sir* and *Madam* are capitalized.

Unit 5 • Chapter 1
Check Your Progress

Milestones Tracker

Teacher Resource: *ExamView®*

Progress Check

Preview The **Progress Check** is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
accompany: to go along with; *enthusiastically:* acting excitedly about something; *hesitantly:* acting unsure; *instinct:* the automatic, natural feelings that each person experiences when encountering a particular situation; *proudly:* acting pleased about the accomplishments of oneself or another; *relief:* the alleviation of pain or distress; *display:* to show off or put into public view; *prefer:* to like one thing better than another; *propose:* to suggest

Academic Vocabulary
particular: related to a specific person, idea, or item; *mood:* emotion; *suggest:* to propose or hint at something.

Reading Strategies
Reading closely helps you find details.
Reading with a purpose can help you understand new concepts by identifying which ones you already know.

Text Genres
autobiography; informational text (mathematics textbook)

Reading Comprehension
"The Circuit" is about a young Hispanic boy who grows up in a migrant worker family that moves around a lot. "Many Changes" is about a grocery store owner and her employees who must figure out the best way to display sale prices for some fruit.

Spelling
in- and *un-* mean *not*; *-able* and *-ible* mean *able to be.*

Writing Conventions
when you want to add information to a sentence

Literary Element
Personification means giving human qualities to nonhuman things.

Listening and Speaking
Phrases for conversation (for help*): Can you help me, please? Can you tell me...? What do you recommend?* (for advice*) I would advise you to... I suggest that you...*

Vocabulary Development
Noun with Latin suffix: customer, narrator; verb with Greek suffix: penalize

Grammar
A prepositional phrase consists of a preposition followed by noun or a pronoun. An infinitive consists of the word *to* followed by a verb.

Writing Support
Use capital letters in the greeting and closing. Use a colon after the greeting. Use a comma after the closing.

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **accompany, enthusiastically, hesitantly, instinct, proudly, relief**	272
	• **display, prefer, propose**	286
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **particular, mood**	273
	• **suggest**	284
Reading Strategies	How can **reading closely** help you to understand the meaning of a text?	273
	How can **reading with a purpose** help you to understand new math concepts?	287
Text Genres	What is the text genre of "The Circuit"?	274
	What is the text genre of "Many Changes"?	287
Reading Comprehension	What is "The Circuit" about?	285
	What is "Many Changes" about?	291
Spelling	What prefixes mean "not"? What suffixes mean "able to be"?	291
Writing Conventions	When do you use parentheses in a sentence?	291
Literary Element	What is **personification**?	285
Listening and Speaking	**Phrases for Conversation**	292
	What words can you use to ask for help?	
	What words can you use to ask for and give advice?	
Vocabulary Development	Give an example of a noun with a Latin **suffix.** Give an example of a verb with a Greek **suffix.**	293
Grammar	What is the difference between a **prepositional phrase** and an **infinitive**?	294, 295
Writing Support: Mechanics	Where do you use capital letters, colons, and commas in a business letter?	297

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

My Family's Military Moves

1 My family and I moved often because my mom was in the army. When I was a young boy, I loved moving. An empty house invited me to explore its hidden spaces like closets and cupboards. I preferred the excitement of going to new schools over staying in the same place.

2 After I turned 12, my feelings about moving changed. I'd made many friends in seventh grade, and I liked my school. When I heard that my family had to move again, I was sad. I felt settled there and didn't want to start all over again. My mom saw that I didn't respond enthusiastically to the move. She requested a permanent job on the local army base to her senior officer. The officer agreed, and she gave her the job. When my mom told me we were staying, I smiled and let out a sigh of relief.

1 **What does the word enthusiastically mean in the following sentence?**

> My mom saw that I didn't respond enthusiastically to the move.

A angrily
B excitedly
C curiously
D hesitantly

2 **Which is the best interpretation of the following sentence?**

> I felt settled there and didn't want to start all over again.

A He is bored with his life.
B He likes making new friends.
C He wants to stay where he is.
D He thinks moving is exciting.

3 **Which is an example of personification?**

A When I was a young boy, I loved moving.
B An empty house invited me to explore its hidden spaces.
C The officer agreed, and she gave her the job.
D I smiled and let out a sigh of relief.

4 **What is the text genre of this passage?**

A autobiography
B historical fiction
C interview
D biography

Writing on Demand: Business Letter

Write a business letter to a school counselor about a common problem in your school. Describe the problem and suggest some solutions. Include all six parts of a business letter. **(20 minutes)**

Writing Tip
Be sure to use formal language and correct capitalization and punctuation.

Study Skills

Note Taking Some students may copy whole sentences from their books or write down every word the teacher says. This makes it difficult for students to focus on what the teacher is saying. Provide class time for students to practice taking notes. Encourage students to take notes as if they were writing a telegram. (Model telegram language if necessary.) "Charge" one point for every word. "Charge" two points for every unnecessary word. The students with the lowest "bill" win. Everyone learns the importance of word economy. Repeated practice taking notes will make word economy automatic and make note taking easier.

Unit 5 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 5, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®*: Unit 5, Chapter 1 Quiz
- **Milestones Tracker:** Unit 5, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies
Tell students that when answering a multiple-choice question, they should be sure to read all possible answers before making a choice.

Reading Fluency

Echo Reading "My Family's Military Moves," paragraphs 1–2

Answers
1. B
2. C
3. B
4. A

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Read the writing prompt together. Answer any questions they may have.
- **Organize quickly** Tell students they need to organize their ideas. Lists and outlines are helpful for organizing writing.
- **Revise** Remind students to read and revise their writing. ***Say:*** *Reread your draft. Circle or underline parts that don't make sense or that you need to add to. Make changes to improve your scene.*
- **Writing Tip** Remind students to make sure that every sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

Objectives

Reading Strategies

Say: *When you* synthesize, *you take ideas from different sources and put them together. News reporters talk to many people to get information. They then synthesize the information and write their reports.* ***Say:*** *When you read and reread, you look for different levels of meaning each time you go through the text. You learn something new with every reading.*

Listening and Speaking

Say: *You will play a game in which you ask and answer questions.* ***Ask:*** *How does asking and answering questions help you understand change?*

Grammar

Say: *In this chapter, we will learn about independent and dependent clauses. Independent clauses can stand by themselves as sentences. Dependent clauses cannot. We will also learn how to identify and use adverb clauses. Adverb clauses tell more about a verb.*

Academic Vocabulary

Ask students to define or explain familiar words from the Academic Vocabulary list. Make a list of students' responses on the board.

Informal Pre-Assessment

Say: *Pronouns replace nouns. In informal English, pronouns form contractions with a verb.* ***Ask:*** *What words make these contractions:* he's, she's, it's? (he is; she is, it is)

Formal Pre-Assessment

Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preteach vocabulary Explain that the phrase *to understand the world around you* means *to understand your surroundings and how you are part of them.*

About Reading 1

Interpret the image Have students look at the image on page 300. ***Ask:*** *What do you see in the photo?* (a volcano erupting) ***Ask:*** *How does a volcano cause change?* (lava from a volcano burns things; it also makes new land)

CHAPTER 2

Objectives

Reading Strategy
Synthesize; Read and reread

Listening and Speaking
Ask and answer questions

Grammar
Distinguish between independent and dependent clauses; Identify and use adverb clauses

Writing
Write a Poem About Change

Academic Vocabulary

concept | pattern
element

Academic Content

U.S. landforms
Earth's physical changes

Chapter Focus Question

How can change help you to understand yourself and the world around you?

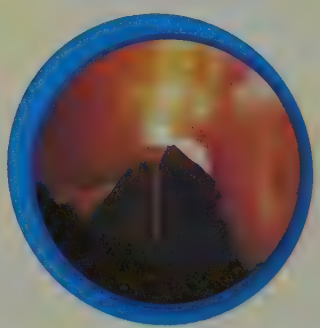
Reading 1 **Content:** Science
Informational text: Science reference article
Our Changing Earth

Reading 2 **Literature**
Poems
Change
by Charlotte Zolotow
Old Snake
by Pat Mora
Walking on the Boundaries of Change
by Sara Holbrook

Our Changing Earth

About the Reading

You are going to read a reference article about some of the ways that nature changes the surface of our plane



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Tell students Reading 1 contains the kind of information one would find in an encyclopedia. ***Say:*** Encyclopedias *are special reference books. They have many volumes, arranged in alphabetical order. Encyclopedias contain nonfiction information about many subjects.* ***Ask:*** *What will you find in an encyclopedia?* (facts, illustrations) *What will you not find in an encyclopedia?* (stories, fiction) *When would you use an encyclopedia?* (to do research)

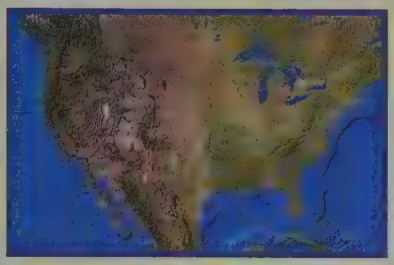
Extension

Have students look up *Earth* in an encyclopedia. Point out the graphics, diagrams, illustrations, charts, and maps in the encyclopedia. Explain that these features help the reader understand the topic. The text has a lot of information, but these extra features give additional facts or illustrate facts from the text. The features sometimes explain one part of a subject in more detail. Have students analyze some of the features in the *Earth* entry. Have them explain the purpose of each feature.

Before Reading 1

Build Background

U.S. Landforms



From coast to coast, the United States has many contrasting landforms. A landform is a physical feature on Earth's surface. Look at the satellite map of the U.S. and notice how these landforms are evident. The rough area on the left shows **mountains.** The smooth brown section in the middle is **plains.** The jagged lines that look like cracks on the surface are **rivers.** The dark blue holes in the land are **lakes.** These landforms exist because of changes in the land over a long period of time.

As you read "Our Changing Earth," think about the natural features of the United States. What changes in the past contributed to how these landforms look today? Which landforms do you think will be affected by change in the future?

Use Prior Knowledge

Preview to Build on Concepts You Know

Reference articles include a lot of information. You need to decide what information is important based on your purpose for reading.

Before you read "Our Changing Earth," preview the text and pictures. Think about what you already know about the topic. A **KWL chart** can help you to build on that knowledge. Then you can focus on what you want to find out—your purpose for reading. Save your chart to complete after you finish reading.

Topic: Our Changing Earth

Know	Want to Know	Learned
What do I already know about the topic?	What do I want to know about the topic?	What did I learn about the topic?
Hot lava, ash, and smoke come out of volcanoes.	*How does a volcanic eruption change the earth?*	

Build Background

U.S. Landforms

- **Pre-assess** Determine what students know about landforms. ***Ask:*** *Have you ever traveled to another area? What did the land look like?* Have students describe mountains, lakes, plains, etc.
- **Teach** ***Say:*** *The way land changes is called a* landform. *Landforms can be land, such as mountains and plains. Landforms can be water, such as lakes, rivers, and oceans. We show landforms on maps in different ways. Look at the map on page 301.* ***Ask:*** *What are the bumpy brown areas?* (mountains) *What are the smooth brown areas?* (plains) *What does the blue show?* (water)
- **Use prior knowledge** Have students describe the differences in landforms. ***Ask:*** Are all mountains (lakes, rivers, etc.) alike? (no) How are they the same? (They contain water.) How are they different? (Sample answers: They are different sizes.)

Reading Fluency

Repeated Reading Build Background

Use Prior Knowledge

Preview to Build on Concepts You Know

Teacher Resources: Rubrics: Rubric for Writing on Demand

Clarify terms Review the purpose of creating a **KWL Chart**. KWL Charts create a reading goal. After the reading, students should complete and review their charts.

Social Studies Connection

Define and clarify Have students look up the word origins of the Academic Vocabulary words. ***Say:*** *A word's origin, where it was first used, is called its* etymology. *In the dictionary, etymologies are sometimes abbreviated. For example,* Latin *may appear as* L. Greek *may appear as* Gr. *Look in the front of the dictionary to find the list of abbreviations.* ***Ask:*** *Why is it important to know a word's etymology?* (Knowing a word's etymology can sometimes help you understand its meaning.)

Classroom Management

Build background "Our Changing Earth" contains difficult scientific concepts. Remind students that this is not science class. They are not expected to understand every scientific concept. They will not be tested on scientific material. The purpose of this selection is to teach students how to read scientific information. Students will learn the value of features such a diagrams and charts. They will learn how these features support the text.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Square, Vocabulary Log

Word Connections

energy *(animation, endurance, liveliness)* or *(electricity, force, horsepower)*
expand *(amplify, broaden, increase, inflate, stretch)*
flow *(circulate, continue, discharge, percolate, squirt)*
form *(shape, appearance, construction, design, model)*
surface *(area, exterior, façade, outside)*

Have students use a **Word Square** to understand word connections. Model how to complete the Word Square. Write the word *energy* in the upper right box. Write a synonym or definition in the upper left. Write a sentence using energy in the lower left and a picture or visual clue in the lower right.

- **Use prior knowledge** Write the Key Vocabulary words *expand, flow,* and *form* on the board. ***Say:*** *Each of these words is a verb. They are regular verbs. That means that you add* -s *for the present tense (expands, flows, forms). You add* -ed *for the past tense (expanded, flowed, formed).*
- **Vocabulary development** Assign students a partner. Give each pair one word to master and teach to the class. Students can check their understanding with a dictionary. Have students present the word with their own definition and a sample sentence.

Practice Vocabulary Answers

1. b
2. c
3. b
4. a
5. c

Use Vocabulary Answers

Answers will vary.

Checkpoint Sample Answers

1. Energy is good for doing physical activities.
2. balloons, rubber bands

Before Reading 1

Key Vocabulary

energy
expand
flow
form
surface

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read the sentences. Use the characteristics of the **highlighted** word to figure out the word's meaning.

1. You use **energy** when you run. Your body gets **energy** from food.
2. A balloon **expands** when it is filled with air. A rubber band **expands** when you stretch it.
3. Water **flows** through pipes to your sink. Water in the sink **flows** down a drain.
4. A picture **forms** when line, shape, and color come together. A room **forms** when walls, ceiling, and floors are in place.
5. Rocks in the ocean usually have a smooth **surface**. A table, a pond, and a mirror all have flat **surfaces**.

Practice Vocabulary Read each group of words. Two of the three options relate to the highlighted word. Choose the word that does *not* fit.

1. **energy**	(a) computer	(b) information	(c) printer
2. **surface**	(a) rough	(b) hard	(c) loud
3. **flow**	(a) water	(b) earth	(c) air
4. **expand**	(a) shine	(b) stretch	(c) grow
5. **form**	(a) clay	(b) cement	(c) oil

Use Vocabulary Independently Write five sentences about water. Use one Key Vocabulary word in each sentence.

Checkpoint

1. What is **energy** good for?
2. Name something that can **expand**.

Vocabulary Log | Workbook page 209 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students complete the following sentences using something they have seen in nature. Have students draw a sketch of each and write the completed sentence under their picture.

1. The surface ___.
2. The ___ began to flow.
3. When we blew up the ___ it began to expand.
4. The ice sculpture is in the form of a ___.
5. I get energy from ___.

Extension

Have students create a crossword puzzle using the Key Vocabulary words. Use graph paper for the letter boxes. Have students use a thesaurus or dictionary to create clues. Students can write synonyms, antonyms, or sentence frames for clues. Words should intersect with each other horizontally and vertically. When finished, have students share their crossword puzzles with a partner. Have students identify their favorite clues. Share these clues with the class.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
concept *noun*	a general idea that usually includes other related ideas	Equality is a **concept** that many people work for.	
element *noun*	a part	Balance is an important **element** of dancing.	

Draw a picture and write a sentence for each word.

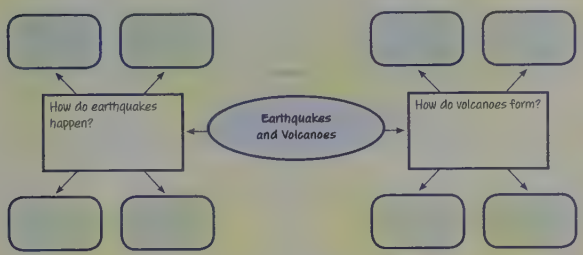
Reading Strategy

Synthesize

Reference materials contain a lot of information. You need to understand how the details in the text, diagrams, and photos all connect to each other. **Synthesizing** helps you to combine all of the information into one clear idea. When you synthesize, you look for information in each **element** of a text. Then you organize that information and decide how it relates to the **concept** of the reading.

A **concept** map can help you to collect and organize information.

1. Look at the **concept** map about the first two sections of the article. You will complete the map after you read.
2. Think about how the **concept** map can help you synthesize information from many **elements** of the article.



Checkpoint

Why is a **concept** map helpful in understanding the details of reference articles?

Vocabulary Log | Workbook page 210 | Independent Practice CD-ROM/Online

Home Connection

Conduct an interview Have students interview a family member who has experienced an earthquake, volcanic eruption, blizzard, hurricane, typhoon, tornado, or other natural event. Brainstorm a list of questions to ask about the event, such as: *What happened? Where did it take place? When did it happen? What effect did the event have on you?* Have students share what they learn with their peers.

Social Studies Connection

Map skills Explain to students that Earth is made of large pieces of land called plates. Point out the Pacific Ocean on a map. Tell students that a large plate is at the bottom of this ocean. The plates move slowly, but have tremendous power. Point out the Rocky Mountains. Explain that these mountains formed when the Pacific Ocean plate moved under another plate. It pushed the mountains up. Have students find out more about Earth's plates and their movement.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

concept *(abstraction, hypothesis, notion, perception)*

element *(member, aspect, constituent)*

Have students work in pairs to create a **Word Web** for each academic word.

Use context to understand new words

Have students look at the sample sentences in the chart. Review context clues in the first sentence. ***Say:*** *Equality is a concept that many people work for.* Concept *has the same meaning as idea.* As a class, determine the context clues in the second sentence.

Reading Strategy

Synthesize

- **Preview** ***Say:*** Synthesize *comes from a Greek word that means* place together. *When you synthesize, you take ideas from different places to make a new idea.*
- **Teacher modeling** ***Say:*** *When I* synthesize, *I get information from all parts of a text. I get information from the sentences. I get information from the paragraphs. I get information from the illustrations, photographs, and diagrams. I get information from the captions. I also get information from the headings.*

Reading Fluency

Reading Words in Chunks Reading Strategy

Checkpoint Answer

A concept map helps you organize information in a way that makes sense.

Text Genre

Informational Text: Science Reference Article

- **Define and explain** Ask students to share what kinds of reference books they have used in the past. ***Ask:*** *Who has used an encyclopedia?* ***Say:*** *An encyclopedia is a good resource. It gives information about many subjects. Other reference books may focus on one topic. The selection we are going to read might have come from a book about earth science.*
- **Clarify features** Explain that a science reference article has certain features. There are diagrams, photographs, labels, and captions. These features help readers understand the subject better. In addition, headings break the text into sections. Each section is about a specific topic.

Reading Focus Questions

Preview Explain to students that they should think about the Reading Focus Questions as they read "Our Changing Earth." They will revisit the questions after reading the selection.

Reading Focus Questions Answers

1. This reading is about changes that Earth goes through
2. to inform
3. Changes happen because of the structure of Earth and its atmosphere.

Checkpoint Answers

1. when you need to find information about a topic
2. labels

Before Reading 1

Text Genre

Informational Text: Science Reference Article

"Our Changing Earth" is a science reference article. A **reference article** includes facts and examples that can be proved. You look for information in science reference articles to write a research report on a science topic.

A science reference article has the features below. Look for these features as you read "Our Changing Earth."

Science Reference Article	
headings	titles of sections of text that tell what the sections are about
diagrams	drawings with markings to show how something is put together or works
photographs	images made by using a camera that explain key **concepts** visually
labels	words or phrases that point to and name parts of a diagram or photograph
captions	brief information appearing near diagrams or photographs

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Change"?
2. What do you think was the author's purpose for writing "Our Changing Earth"?
3. Why do changes happen on Earth?

Checkpoint

1. When are science reference articles helpful?
2. Which feature of a science reference article names parts of a diagram or photograph?

Workbook page 211
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Some students may be unfamiliar with reference books. Ask your school librarian to bring examples of some reference books. Ask the librarian to include encyclopedias, dictionaries, atlases, and a thesaurus. Also include at least one example of a reference on a specific topic. Allow students to flip through the books. Point out the different parts of the books: illustrations, photographs, captions, labels, and headings. Discuss how these things help readers understand the topic.

Extension

Take students on a field trip to the school library. Show them what types of reference books are available. Show them exactly where to find these books. Explain to students that most reference books cannot leave the library. Because of this, they must take good notes when doing research. Finally, access an online reference book on a computer. Show students that they can get information on the Internet. This information, should be checked since there is a lot of inaccurate data on many web sites.

Our Changing Earth

Reading 1
Content
Science

1 From tall mountains to flat plains, Earth's **surface** has extremes. The physical features of Earth that we observe today did not always exist. Instead, they **formed** over millions of years. Those long, slow changes still take place, even if we can't see them happening.

2 But there are other physical changes on Earth that we can witness. These changes happen much more quickly. Some are sudden changes, while others are more gradual. Earth is a **restless** planet. As it changes, so do those who live on it.

Reading Strategy
Synthesize What do this paragraph and the photograph suggest about some of Earth's changes?



View of Earth from the moon's surface

Reading Check
1. **Recall details** What are two extreme features on Earth's surface?
2. **Predict** What is one change on Earth that we can see happen?

restless not able to rest

Science Connection

Define and clarify Explain to students that they will be reading about geology, or earth science. *Geology* is the study of earth. Scientists who study geology are called *geologists*. There are many different types of geologists. Some geologists only study volcanoes. They are called *volcanologists*. Some geologists study fossils. They are called *paleontologists*. Some geologists study the oceans. They are called *oceanographers*. All geologists study the earth.

Social Studies Connection

Relate to personal experience Identify those students who have used a reference book. Pair one of these students with another student who has never used a reference book. Have the student with experience explain the process to the other student. Why did they use the reference book? What did they learn? Was it easy to use the reference material? If so, why? If not, why not? Did the reference book help with a report or project?

Unit 5 • Chapter 2
Reading 1: Content

Read the Selection

CD 3, Track 4 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Make sure students understand that the word *restless* is used figuratively in the term *restless planet.* A restless person is not able to rest. In this case, it means that Earth is constantly changing.
- **Break-in reading** Ask a volunteer to read the text aloud as other students follow along silently. Encourage another student to "break in" and read with the first reader until the end of the sentence. The first reader stops, and the second continues to read aloud until another student "breaks in."
- **Interpret the image** ***Ask:*** *Why does Earth look so small in this photograph?* (The photo was taken from the moon.) *What is the white on the surface of Earth?* (clouds) *What is the blue?* (water)
- **Grammar preview** Point out the third sentence in paragraph 2: *Some are sudden changes, while others are more gradual.* ***Say:*** *This sentence consists of a* dependent *and an independent clause. Without the independent clause* some are sudden changes, *the dependent clause doesn't make sense. It cannot stand alone.* Students will learn more about independent and dependent clauses on page 322.

Reading Fluency

CD Assisted Reading "Our Changing Earth," paragraphs 1–3

Reading Strategy

Get information ***Say:*** *When I synthesize, I get information from many places.* Read the first paragraph to students. Then have students look at the photograph. ***Ask:*** *How does the photograph relate to the text I just read?* (The photo shows Earth and the text talks about how it always changes but we don't always notice its changes.)

Reading Strategy Answer
Some of Earth's changes have taken millions of years.

Reading Check Answers
1. tall mountains and flat plains
2. We could see change from an earthquake.

Read the Selection

- **Prereading** Have students study the diagram on page 306. Point out the pattern of lines on the ground. ***Say:*** *I see several lines in this picture. The lines form circles. The circles are closer together in the middle. I have seen something like this before. I see this same pattern when a raindrop falls in a puddle.* Have students share other examples of this pattern. (dropping a rock in water)
- **Guided reading** Guide the reading of the page and monitor comprehension of the text.
- **Interpret the image** Have students look at the picture of the tsunami on the page. ***Ask:*** *What do you see in this picture?* (a huge wave crashing onto land) ***Say:*** *This is a picture of a tsunami. Some earthquakes happen underwater. These earthquakes shake the land and the water. The water forms powerful waves called* tsunamis.

Reading Strategy

Practice the strategy ***Say:*** *Let's practice synthesizing. Remember, synthesizing means getting information from many places and putting it together. Let's synthesize the end of paragraph 3:* These waves can knock down buildings... *Now, let's combine what we read with the picture on this page.* ***Ask:*** *How can we synthesize the information on this page?* (An earthquake starts at one point, and the waves spread out from there.)

Reading Strategy Answer
Earthquakes can affect large areas.

Earthquakes

3 Earth's crust is the layer of rock closest to Earth's **surface.** An earthquake is a sudden, **violent** shaking in Earth's crust. The crust is divided into a number of blocks of rock, called plates, which cover the planet. An earthquake happens when two of these plates, under great **pressure,** move past each other along a fault. The violent shaking is caused by seismic waves that travel through the planet. These waves can knock down buildings and bridges. The place inside Earth where an earthquake starts is the focus. The epicenter is the place on Earth's surface directly above the focus.



Reading Strategy
Synthesize What clear idea do the pictures give you about earthquakes?

violent very strong
pressure force

Differentiated Instruction • Reading Comprehension

Scaffolding

Before students read page 306, read the heading, *Earthquakes,* together. ***Ask:*** *What do you think this section will talk about?* (earthquakes, what earthquakes are) Read the first heading on page 307. ***Ask:*** *What do you think we are going to read about here?* (how earthquakes happen) Now read the second heading on page 307. ***Ask:*** *And what do you think this section will teach us?* (how surface waves and tsunamis form) Point out to students that the green words on each page are headings. Remind students that headings are a good way to locate information.

Extension

Have students work in pairs to write questions about what they have read. They should look for the answers in the text and try to answer the questions themselves. If they cannot find answers, have them share their questions to see if another student can help. Walk around the room to monitor student questions. Write well-written questions on the board. Have the class come up with answers. Have students share questions and answers with the class.



The San Andreas Fault in California

How Do Earthquakes Happen?

4 Most earthquakes result when plates move over, under, or past each other. Plate boundaries are places where two plates meet. Earthquakes happen when the pressure on the rocks at plate boundaries builds up.

5 This happens in different ways. Plates can move apart, or diverge. As the rocks pull apart, **magma** rises from below. Plates can come together, or converge. The rocks are pushed from two different directions. This makes them bend and break. Earthquakes can also happen when plates move past one another without much **motion** up or down.

Reading Strategy

Synthesize How is plate movement related to faults, like the San Andreas Fault pictured above?

Surface Waves and Tsunamis

6 Most waves on a lake or an ocean can occur when wind **energy** moves over the **surface**. The **energy** that causes a tsunami comes from an earthquake on the sea floor. All of the water above the epicenter is affected. A wave **forms**. It does not seem large at first, but the **energy** is great. When the water hits the shore, it crashes over the land.

Reading Check

1. **Recall details** What builds up at plate boundaries?
2. **Infer** Where are you most likely to notice a tsunami wave?

magma hot liquid rock
motion movement

Science Connection

Connect Explain to students that the focus of an earthquake is usually deep below the earth. From the focus, vibrations, or waves, move out in all directions. Help students understand this concept. Show students how waves move in an earthquake. Fill a pan with water. Drop a marble into the pan. Make sure that students see the ripples in the water. Explain that the same thing happens to land during an earthquake. During an earthquake, the ripples go out. They also go up and down through Earth.

Social Studies Connection

Define and clarify Have students use the Internet to learn more about earthquakes and tsunamis. Have them research the Great San Francisco earthquake on April 18, 1906. Also have them research the tsunami that hit southeast Asia on December 26, 2004. Students can use search engines to find websites that provide information. Remind students to consider their sources carefully. Then have them work in small groups and discuss: How were these events the same? How were they different?

Read the Selection

- **Preteach vocabulary** Discuss the term *plate boundary*. ***Say:*** *We have learned that Earth is made of huge plates. We saw an image of those plates on page 306. A* boundary *is an edge. So, a* plate boundary *is a place where two plates meet at their edges.*
- **Prereading** Give students a brief introduction to energy. ***Say:*** Energy *is power. It takes energy for things to move.* ***Ask:*** *What happens if things get more energy?* (They move more powerfully and over greater distances.)
- **Sentence, paragraph, or pass** Have students read page 307 aloud in small groups. Students can choose to read a sentence or a paragraph or pass if they do not feel comfortable reading in front of a group.
- **Vocabulary development** Demonstrate the words *over*, *under*, and *past* as they are used in paragraph 4. Illustrate *over* by holding one hand still and moving the other hand over it. Illustrate *under* by moving one hand under the other. To illustrate *past*, put the hands side by side with palms facing. Slide one hand forward. Have students repeat the motions.
- **Grammar preview** Point out the dependent clause in the third sentence of paragraph five: *As the rocks pull apart.* ***Say:*** *The clause* As the rocks pull apart *is a dependent clause. It has a subject and a verb. However, it does not make sense when it stands alone.*

Reading Strategy

Vocabulary development To help students synthesize, have them make a flip book. Put several sheets of paper together. Fold each in half. Have students write the name of a landform on each flap. Then ask them to write the definition and draw an illustration underneath.

Reading Strategy Sample Answer
Faults are a type of plate boundary. Plates move along faults.

Reading Check Answers
1. pressure
2. near the shore

Read the Selection

- **Preteach vocabulary** Model the word *form* by using art clay. ***Say:*** *When something* forms, *it takes shape. I can form a bowl out of clay. I can also form a cup or a sculpture of a cat. Land forms, or takes shape, when a volcano erupts. The lava from the volcano cools. It hardens and makes new land—just as I can form something new out of this clay.*
- **Ping-pong reading** In pairs, have students do a ping-pong reading. One student reads a paragraph, then his or her partner reads the following paragraph. Repeat.
- **Interpret the image** ***Ask:*** *What is happening in this illustration?* (the volcano is erupting). Point out how the illustration works with the photographs. ***Say:*** *This page has both an illustration and photographs. By using both, you can understand how a volcano works.*
- **Vocabulary development** Point out the word *opening* in paragraph 7. ***Say:*** *The word* opening *ends with the letters* -ing. *Many verbs end with* -ing, *such as* running, studying, *and* dancing. *Look at the way that* opening *is used in the sentence.* ***Ask:*** *Do you think opening is a verb?* (no) What makes you say that? (*Opening* is a noun because *an* goes before *opening*, and *an* is a word that goes with nouns.)

Reading Strategy

Practice the strategy Have students reread the final sentence in paragraph seven. Discuss how volcanic activity could affect the weather. List students' comments on the board. Then, as a class, synthesize this information in one or two sentences.

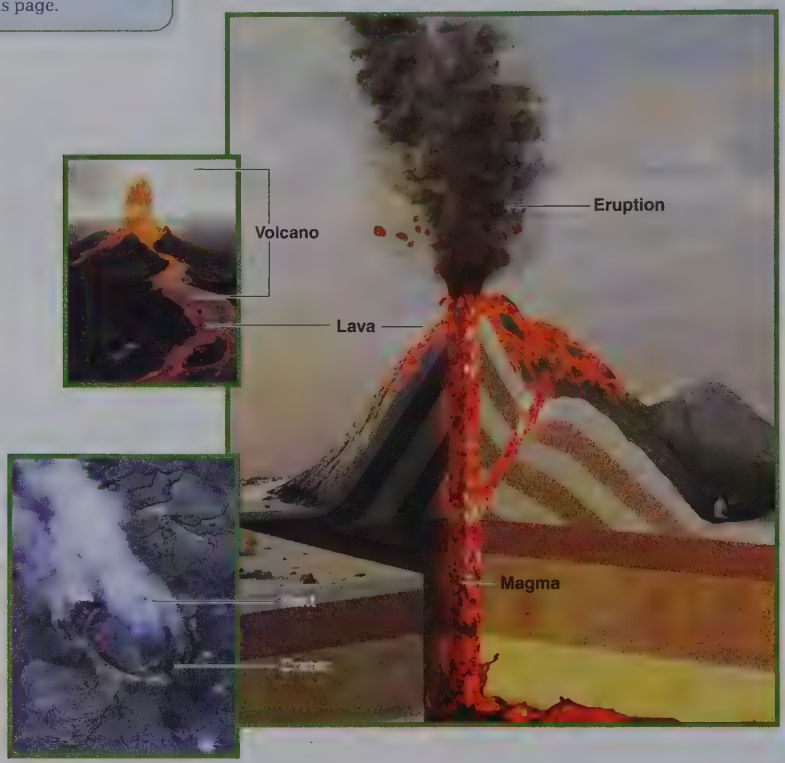
Reading Strategy Answers
Volcanoes form new land. They also destroy things already on the surface.

Volcanoes

Reading Strategy

Synthesize What effect does a volcano have on Earth's surface? Connect the text and pictures on this page.

7 A volcano **forms** at an opening, or vent, in the crust near the edges of plates. A volcanic eruption occurs when the plates move apart or when one plate is pushed under the other. Water vapor, **particles**, gases, and magma pour out onto the **surface**. Volcanoes **form** new land. Gases and particles from the volcano may affect the weather.



particles very small pieces

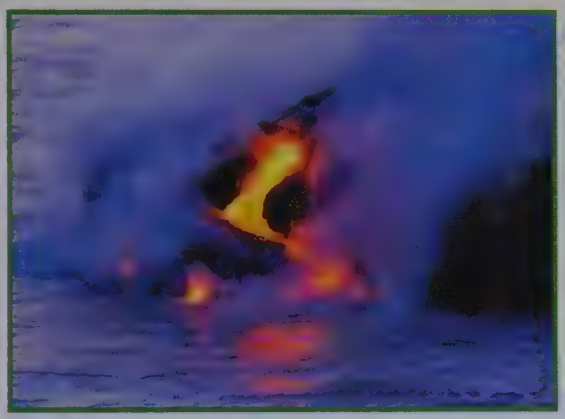
Differentiated Instruction • Reading Comprehension

Scaffolding

Point out the headings for pages 308 and 309. (Volcanoes; How Do Volcanoes Form?). ***Say:*** *On pages 306 and 307, we learned about earthquakes. Here, we will learn about something else.* ***Ask:*** *What are we going to read about?* (volcanoes and how they form) ***Say:*** *Good readers look closely at headings. A heading is like a summary of the page. They tell you what a section will be about. A heading is like a map of a page that can lead you to the correct information.*

Extension

Have students look at the illustrations on page 308. Explain that the smaller images are photographs. The largest image is a diagram. ***Say:*** *Photographs and diagrams are useful ways to show information. These photographs show you what a volcano really looks like. A diagram, on the other hand, is an easy way to show details that we cannot see. This diagram shows us how lava moves up through a volcano.*



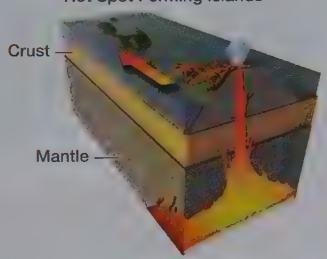
Lava from Kilauea Volcano in Hawaii flows into the ocean. How does Earth benefit from volcanic eruptions?

How Do Volcanoes Form?

8 Volcanoes often **form** at the boundaries between plates. They occur when the plates pull apart and magma **flows** up from below through cracks. Volcanoes can also **form** when plates come together. One plate moves under the other. The rock gets very hot and becomes magma. The magma rises, **forming** a volcano.

9 The mantle is the layer of earth under the crust. Some areas of mantle are hotter than others. Volcanoes can **form** at these hot spots. As the plates move, the volcanoes **form** an island chain. The Hawaiian Islands are on a hot spot.

Hot Spot Forming Islands



Reading Strategy

Synthesize What creates a hot spot? Pull together information from the text and diagram.

Reading Check

1. **Recall details** Where can you find volcanoes?
2. **Infer** How might gases and particles affect the weather?

Cultural Connection

Build background Explain that people have had different ideas about volcanoes over time. Some cultures thought volcanoes were homes of gods. Hawaiians thought their goddess of fire and volcanoes, Pele, lived inside a volcano. Ancient Greeks thought their god Hephaestus lived inside a volcano. He was the god of blacksmiths and those who made things with fire. People saw sparks rise from volcanoes. They thought the Hephaestus made the sparks with his hammer.

Language Transfer and Interference

English language conventions Explain to students that the words *can* and *may* are easily confused—even by native English speakers. ***Say:*** *When used in questions, the words* can *and* may *mean different things.* Can you see the movie, *for example, could mean* Are you able to see the movie? *It may also mean* Is the person sitting in front of you blocking your view? *But if you ask* May you see the movie? *you are asking* Do you have permission? *Sometimes the word* may *is used as it is in the last sentence in paragraph 7. In this case, either* can *or* may *could be used, although* may *implies more doubt than* can.

Read the Selection

- **Preteach vocabulary** Discuss the word *crust.* ***Say:*** *The word* crust *is used to describe the top layer of Earth. We also use the word* crust *when talking about bread. The crust is the outer layer of bread.* ***Ask:*** *How is Earth's crust like the crust of bread?* (both are on the top/outside; both surround an object; both are thin compared to the rest of the object)
- **Teacher read aloud** Read page 309 aloud as students follow along in their books.
- **Interpret the image** ***Ask:*** *What do you see in the picture?* (lava flowing into the ocean) *What does this photograph tell you about lava?* (Lava is very hot.)
- **Grammar preview** Have students look at the last sentence of paragraph 9. Read the sentence aloud: *The magma rises, forming a volcano.* ***Say:*** *This sentence contains an independent clause. This clause contains a noun (magma). It also contains a verb (rises). This sentence also contains a dependent clause. The dependent clause has a noun (volcano) and a verb (forming). All clauses have a noun and a verb.*

Reading Strategy

Apply Have students work in pairs to synthesize information from page. Assign one student to read the sentences aloud. Have them work together to identify the key points. Then have the listener synthesize the information.

Reading Strategy Answer

A hot spot is created at a point where the crust is thin This allows magma to rise to the surface.

Reading Check Answers

1. at plate boundaries
2. They enter the atmosphere and block sunlight. This makes the weather cooler.

Read the Selection

- **Preteach vocabulary** Model the word *surface* by rubbing your hand on a desktop. ***Say:*** *This desktop is very thick. The top is made of a large piece of wood (or metal). I cannot touch the inside of the desk's top. I can only touch the outside part, which is called the* surface.
- **Read silently with support** Students read silently but may turn to a partner or group member for help understanding vocabulary or a confusing passage. Tell students to stop after each paragraph and summarize what they read to a partner.
- **Interpret the image** ***Ask:*** *What is happening in the first photograph?* (A glacier is moving rocks.) *What is happening in the second photograph?* (Ice is breaking up rocks.) *What is happening in the third photograph?* (Wind is moving sand.) Point out how each of these photographs shows a way that changes happen on Earth. ***Say:*** *Think about what these photographs show. Then you will understand why changes on Earth can take a long time.*
- **Vocabulary development** Draw students' attention to the word *weathering* in paragraph 11. ***Say:*** *The word* weathering *contains the word* weather *and ends with the letters* -ing. *We know what weather is. We know that certain things affect the weather, like rain, snow, temperature, and wind. The word* weathering *describes processes that affect Earth's surface because of weather. Weathering is a very powerful but slow process.*

Reading Fluency

Echo Reading "Our Changing Earth," paragraphs 10–13

Reading Strategy

Use prior knowledge Have students recall instances of weathering they may have seen. Discuss how applying personal experience to information read in a book can improve students' understanding of a topic in science.

Reading Strategy Answers
The photos show erosion, weathering, and deposition. They differ: erosion involves moving. Weathering involves a surface breaking down. Deposition involves putting things in a new place.

Changes on Earth's Surface

10 Earthquakes and volcanoes can change Earth's **surface**. These changes happen quickly.

11 Earth's **surface** can change slowly, too. Weathering, such as abrasion and ice wedging, breaks rock into tiny pieces. Abrasion happens when tiny pieces of rock wear down larger pieces of rock. Erosion happens when water, glaciers, or wind carries sediment to new places. Sediment is tiny pieces of rock and soil. Deposition happens when sediment builds up in a place. Deposition builds new landforms such as deltas, moraines, and sand dunes. Glaciers, water, and wind can all cause deposition.

Reading Strategy

Synthesize What changes to Earth's surface are represented by the pictures? How are they different from each other?



Differentiated Instruction • Reading Comprehension

Scaffolding

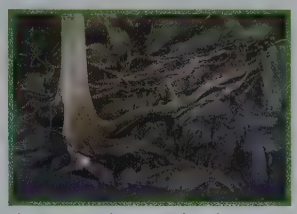
Point out the headings for pages 310 and 311. ***Ask:*** *What are we going to read about on these two pages?* (changes on Earth's surface; weathering, glaciers, erosion and deposition) Have students use a concept map for these two pages to synthesize the information. Have students create their own framework for the map..

Extension

Have students look at the illustration on the bottom of page 310. Explain that illustrations like this are frequently used in science books. ***Say:*** *This illustration is made up of several parts. There is a large background photo. This photograph illustrates the concept of changes on Earth's surface. Then there are three smaller pictures. Each of these has a title and a caption. They show details of the concept. Science illustrations like this are very good summaries.*

Weathering

12 Mechanical weathering happens when rocks are broken into small pieces. Abrasion occurs when pieces of rock are rubbed off by tiny bits of rock moved by water, wind, or ice. Ice and plants also cause weathering. A seed may fall into a crack in a rock. When the seed sprouts and grows, the plant's roots make the crack bigger. Ice wedging also affects cracks in rock. Water gets into a crack. When the water freezes, it **expands**, and the crack gets bigger. The cracked rock finally breaks in two.



Plant roots push apart rock and cause mechanical weathering.

13 In chemical weathering, chemicals in water, such as oxygen and carbon dioxide, react with chemicals in rock. This breaks down the rock over time.

Glaciers

14 Over thousands of years, ice and snow can build up on mountains. They **form** glaciers. As a glacier moves, sand and rock inside the glacier wear down mountains and change their shape. A mountain's shape can tell us where glaciers **formed** in the past.

Erosion and Deposition

15 Weathering breaks rock into smaller pieces. Wind, water, or ice moves these small pieces, called sediment, to new places. This process is erosion. The Grand Canyon was **formed** by water erosion. Over millions of years, water cut into the rock and carried pieces away. Sand is eroded from beaches by waves. Glaciers carry rocks and soil as they move. Wind carries dust and sand for miles.

Reading Strategy

Synthesize What kind of weathering is the Grand Canyon an example of?

16 When the wind or water slows down, the sediment drops out. This is deposition. Deposition **forms** river deltas and sand dunes. When a glacier deposits sediment, it can **form** a moraine, a type of hill.



Water erosion formed this canyon.

Reading Check

1. **Recall details** What kinds of changes are caused by wind?
2. **Find main idea** What is the main idea of page 310?

Unit 5 • Chapter 2
Reading 1: Content

Read the Selection

- **Preteach vocabulary** Discuss the endings *-ion* and *-tion*. ***Say:*** *The suffixes* -ion *or* -tion *change the meaning of verbs. They turn the verbs into nouns that mean* the process. *For example, the root word of* erosion *is* erode. *Erosion means* the process of eroding. ***Ask:*** *What is the root word of* deposition*? (deposit) What does* deposition *mean? (the process of depositing)*
- **Break-in reading** Ask a volunteer to read page 311 aloud as others follow along silently. When another student wants to read aloud, that student breaks in and reads with the first reader until the end of the sentence. The first reader stops, and the second continues to read aloud until another student breaks in.
- **Interpret the image** ***Ask:*** *What do the photographs on this page show?* (They show how a tree can break through rock and how water can carve a canyon.)
- **Grammar preview** Explain that an adverb clause is a clause that modifies a verb. Point out the various uses of adverb clauses on the page, such as in paragraph 12: *when rocks are broken into small pieces* modifies *happens; When the seed sprouts and grows* modifies *make.* Tell students that they will learn more about adverb clauses on page 323.

Reading Strategy

Practice Have students work in pairs to synthesize information from page 311. Have them locate the paragraph that mentions the Grand Canyon (15), look at the title of that section (Erosion and Deposition), and say which of these applies to the Grand Canyon.

Reading Strategy Answer
water erosion

Reading Check Answers
1. abrasion, erosion, deposition
2. Some changes on Earth's surface happen over a long time.

Listening and Speaking Strategies

Preview difficult words Before students read, have them go through the selection and identify difficult words. These may be words that students have never seen before. They may be words that are difficult to pronounce. Or, they may be words that they do not understand. Preview the words with students. Say the words. Then have them say the words with you. Ask students for sentences showing how to use the words.

Arts Connection

Define and clarify To help students understand the concepts taught on this page, have them create one drawing that shows the process of change on Earth. This drawing should include erosion, weathering, and deposition. It should show how each of these processes occurs. Erosion leads to weathering, which leads to deposition. As an extra challenge, have students include a small subset of pictures that show a surface before and after these processes take place.

Apply the Reading Strategy

Synthesize

Apply Have students work in pairs to complete the Reading Strategy graphic organizer related to each section of "Our Changing Earth." Spot check students to see how well they have applied the strategy.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

pattern *(arrangement, decoration, diagram, template)*

Have students work in pairs to create a **Word Web** for the Academic Vocabulary word.

- **Vocabulary development** Have students use a thesaurus to find synonyms for the Academic Vocabulary word *pattern* (form model). Have them complete a Word Web using the synonyms they find. Then ask them to create two sentences: one with the word *pattern*, and one with a synonym. Have them share their sentences with a partner.
- **Use context to understand meaning** Point out the sample sentence in the chart. ***Say:*** *It is easier to understand a word if you see it used in a sentence. You can use context clues, or the words and ideas around the word, to figure out the word's meaning. For example, this sample sentence says:* The rug follows a pattern of colors, shapes, and lines. ***Ask:*** *What does this tell us about the word pattern?* (A pattern can be made of colors, shapes, and/or lines.) Tell students to look for context clues when they see an unfamiliar word.

Checkpoint Sample Answers
Answers will vary.

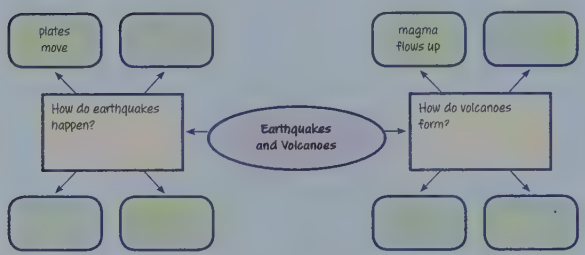
After Reading 1

Apply the Reading Strategy

Synthesize

Now complete the reading strategy graphic organizer.

1. Review the Reading Strategy on page 303.
2. Copy the **concept** map on a separate sheet of paper.
3. Reread the sections about earthquakes and volcanoes. Look for facts and details in the important **elements** of the text, including the diagrams, photographs, and captions.
4. Write these details in the appropriate boxes of your **concept** map. Add more boxes as necessary.
5. Tell in your own words what you learned about how earthquakes and volcanoes happen.



Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
pattern *noun*	repeated set of events, features, or characteristics	The rug follows a **pattern** of colors, shapes, and lines.	

Draw a picture and write a sentence for the word.

Checkpoint
What **pattern** of events do you follow during a school day?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Prepare for Reading Comprehension Questions by reviewing and synthesizing material from the unit. ***Say:*** *In this reading, we learned about changes on Earth.* ***Ask:*** *What causes fast changes on Earth?* (earthquakes, volcanoes) *What causes slow changes on Earth?* (weathering, glaciers, erosion, deposition) Review the purpose of informational text. ***Say:*** *In an informational text, the author gives the reader information about a topic.* ***Ask:*** *Why did the author write "Our Changing Earth"?* (to inform) Have students fill in the "learned" column of their KWL charts.

Extension

Remind students to adjust their reading rate for content areas such as social studies or science. Speed is not the reason for reading textbooks. They are reading for fluency and comprehension. If they read too quickly, they will miss details and will not understand what they have read. Have students practice reading aloud with a partner. Have them read a paragraph several times and ask each other questions about it.

Reading Comprehension Questions

Think and Discuss


Workbook page 212


Independent Practice CD-ROM/Online

1. **Recall details** What changes the shape of Earth's surface?
2. **Identify patterns** How do glaciers, wind, and water wear down landforms? How do they build up landforms?
3. **Analyze cause and effect** Younger mountains have pointed peaks. What causes some older mountains to have rounded peaks?
4. **Synthesize and predict** Imagine an area that is full of steep hills. How do you think weathering and erosion will change the landscape?
5. **Speculate** How will Earth be changed 100 years from now?
6. **Revisit the Reading Focus Questions** Go back to page 304 and discuss the questions.

Text Element

Labels

A science reference article uses both text and images to share information with the reader. An important **element** that connects the two is the **label.** Labels are short descriptions that appear near an image and refer to something specific in it. They are usually key words or phrases that come directly from the text. Labels are valuable tools for understanding a reading because they often point out the most important information.

Look at the images on page 310.

1. What kind of change to Earth is connected to abrasion?
2. How is the background image labeled? Which change does this image show?

Checkpoint

Why are labels important in a science reference article?


Workbook page 213


Independent Practice CD-ROM/Online

Grouping Strategies

Additional practice For more practice in understanding synthesizing, have students work in groups of three. Assign each group one paragraph from the text. Assign each student a role. One student reads the paragraph aloud. Then, the student starts reading aloud again, but after each sentence stops reading. The second student synthesizes the information. The third student records the synthesis. Explain that sentences can be combined or reworded. When finished, the students work together to write one sentence that synthesizes the entire paragraph. Have each group share their synthesis with the class.

Writing Strategies

Quote or paraphrase from sources Remind students of the importance of paraphrasing. They should write in their own words. ***Say:*** *It is fine to copy the ideas of a text. That is researching. But paraphrasing is a valuable tool. It helps you by putting the ideas into your own words. It also helps you to understand what you have read.* As students paraphrase, they may encounter words that are difficult or entirely new. Show them how to use a dictionary to check the meanings of unknown words.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationship (QAR)

"Right There"

1. Earthquakes, volcanoes, weathering, glaciers, erosion, and deposition change the shape of Earth's surface.

"Think and Search"

2. Glaciers, wind, and water wear down mountains into sediment. The sediment is deposited and forms other landforms.

"Author and You"

3. Older mountains have been worn by weathering over many years. This gives them rounded tops.
4. Over time, weathering and erosion will wear down the steep hills.

"On Your Own"

5. Earthquakes will move land. Volcanoes will form land. Weathering, glaciers, erosion, and deposition will have made small changes to the land.

Revisit the Reading Focus Questions.

6. Answers can be found on page 304.

Text Element

Labels

Clarify and explain Have students turn to page 308. Point out the use of labels on this page. ***Say:*** *The words that are on the illustration and the photographs are labels. Labels are different from captions. They are usually just a word or two long. Many times, a line connects them to a part of the art.* Have students point out labels in one of their other textbooks.

Reading Fluency

Reading Words in Chunks Text Element

Text Element

1. weathering
2. This image shows deposition.

Checkpoint Answers

Labels are short descriptions. They are a quick reference to a key word or phrase in the text. They often point out the most important information.

Bridging Readings 1 and 2

Say: "Our Changing Earth" was an informational reading about Earth's many changes. Now we'll read poems that help us understand personal changes.

About the Readings

Interpret the image ***Ask:*** *In what direction are the children looking?* (up) *Why do you think the picture was taken from this angle?* (to show that they are growing and changing)

Build Background

Denotation and Connotation in Poetry

Explain that poets are very aware of the effect that words have on the reader. ***Say:*** *Poets work with words on two levels. They use words for the literal meaning. This is denotation. They also use words for the feelings they cause in the reader. This is connotation. If the denotation of words in a poem seems odd to you, consider their connotation.*

Reading Fluency

Paired Reading Build Background

Vocabulary From the Reading

Apply Explanations to Real Situations

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

confidence *(assurance, belief, dependence, faith, reliance)*

doubt *(confusion, apprehension, distrust, indecision)*

mock *(insult, jeer, needle, sneer, taunt)*

Have students use a **Word Web** to understand the Key Vocabulary words.

Clarify ***Say:*** *It is easier to understand new words if we picture them in a familiar situation. For example, maybe the word* mock *is not familiar to you, but you probably have heard people* mocking *someone. Picture it in your mind. Use that picture to help you understand the word.*

Checkpoint Sample Answers

1. confidence and doubt
2. The player's confidence began to turn to doubt when he heard the crowd mock him.

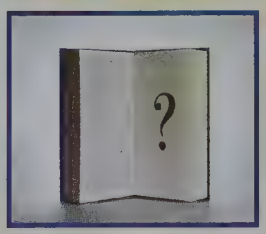
Before Reading 2



Change
Old Snake
Walking on the Boundaries of Change

About the Readings

In Reading 1: "Our Changing Earth," you read a reference article about ways Earth's landforms change over time. Now you will read three poems about ways people can change as they grow and learn.



Build Background

Denotation and Connotation in Poetry

Poets want their poems to have an effect on your emotions, so they choose their words very carefully. You can think about the meaning of a poem's words by their denotation and connotation. **Denotation** is the literal meaning of a word. **Connotation** is the idea or meaning that a word suggests or implies.

When you read the poems of Reading 2, think about the denotation of each word. If this literal meaning is confusing, think about what connotations the poet intends.

Key Vocabulary

confidence
doubt
mock

Vocabulary From the Reading

Apply Explanations to Real Situations

To **mock** someone means to imitate the person in a way that is not kind. To have **doubts** about someone's ability means to be uncertain about whether that person can do something. To have **confidence** in someone's ability means to feel pretty sure that the person can do something.

Imagine you are at a sporting event. Other fans are **mocking** a player on your favorite team. What are the people doing? What can the player do to turn their **doubts** into **confidence**?

Checkpoint

1. Which two Key Vocabulary words are antonyms?
2. Write a sentence using all three Key Vocabulary words.

Vocabulary Log | Workbook page 214 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Write the Key Vocabulary words on the board. Demonstrate the meaning of each word. To show *confidence*, stand proudly. Perhaps have a student raise a hand to show confidence about an answer. To show *doubt*, draw a picture of students with question marks above their heads. To show *mock*, describe a time when you saw someone being mocked. Explain that mocking makes the person feel bad, it is unkind. Have students work in pairs. One student should draw a picture or use gestures to describe a word. The other student should guess the word.

Extension

Have students practice using the vocabulary independently. Ask students to think of the vocabulary words in the context of their own lives. Students can write original sentences using the vocabulary words. Then have students work in pairs to complete a cloze activity. Students take turns reading their sentences to their partner, omitting the vocabulary word. The partner then identifies which vocabulary word belongs in the sentence.

Reading Strategy

Read and Reread

Reading a poem several times helps you understand its full meaning. As you read and reread the poems of Reading 2, become comfortable with the poem. Make sure you understand all the words and phrases. Think about why the poet used those words and phrases and the message the poet wants to communicate. Also look at the form of the poem and notice any patterns the author used in it.

Text Genre

Poem

Poems use sound, images, and figurative language to express feelings. There are different types of poetic forms. The poems of Reading 2 are **free verse**. They don't have regular rhythms or **patterns**. Free verse poems often have short lines that create a dramatic effect. Look for these features as you read.

Poem	
stanza	a group of two or more lines that are related
repetition	sounds or words that occur in a **pattern**
rhythm	flow produced by the rise and fall of syllables
figurative language	words that express meaning in colorful, creative ways

Meet the Authors

Charlotte Zolotow was born in Virginia. As a child, her family moved often. Her shyness led her to writing. "I loved the idea of reaching out to other people through my writing."

Pat Mora was born in Texas. She was raised in a bilingual family. She often works Spanish words into her English poems to show that people speak many languages all over the world.

Sara Holbrook started writing poetry when her two daughters were small. "Reading and writing poetry helps me understand my life, the world, and the people I care about."



Reading Focus Questions

As you read, think about these questions.

1. How do the poems in this reading connect to the theme of change?
2. What do you think was each poet's purpose in writing her poem?
3. How do the poems speak to you about change in your life?

Checkpoint

1. How does rereading a poem help you?
2. Why do some poets write in free verse?

Workbook pages 215–216

Independent Practice CD-ROM/Online

Cultural Connection

Connect Explain that poetry has sometimes been called the universal language. ***Say:*** *Almost every culture has its own great poets.* Have students research a poet from a different culture. ***Ask:*** *Who are the great poets from other countries that you know?* ***Say:*** *Find out when and where your poet lived. Find an example of one of their poems to share with the class.*

Classroom Management

Ask questions to elicit information Review survival language. This is language that will help students communicate outside the classroom. These skills may also help students when they are in other classes or school settings. Brainstorm ideas or phrases that will help them communicate outside your classroom. Have students make sentence strips to reinforce each phrase or statement. Post them on the wall for reference.

Unit 5 • Chapter 2 Before Reading 2

Reading Strategy

Read and Reread

Clarify meaning Tell students that understanding meaning in a poem is similar to understanding concepts in an informational text. ***Say:*** *Rereading is essential to understanding the many layers of meaning in a poem.*

Text Genre

Poem

- **Compare text features** Remind students that poems are made up of lines and stanzas, while stories and informational texts are made up of sentences and paragraphs.
- **Identify text features** Tell students that poems use a lot of figurative language, including metaphors, similes, imagery, and personification. Figurative language is meant to create special feelings in the reader.
- **Contrast figurative and literal language** ***Say:*** Her eyes were as big as saucers *is an example of figurative language. Her eyes are not really the size of saucers. This language helps create an image in our minds.*

Meet the Authors

Charlotte Zolotow, Pat Mora, and Sara Holbrook

Explain authors' background Charlotte Zolotow has written and edited dozens of books for children. Pat Mora is an award-winning author of poetry for children and adults. Sara Holbrook is the author of six books of poetry for young people and four books for adults.

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read. They will revisit the questions after reading the poems.

Reading Focus Questions Sample Answers

1. The poems are about changes that people witness or experience.
2. Charlotte Zolotow wants to show that people can't keep from changing; Pat Mora wants to show how important change is; Sara Holbrook wants to help people understand true friendship in the midst of change.
3. Answers will vary.

Checkpoint Answers

1. Rereading a poem helps you understand its words, phrases, message, and form better.
2. It lets them be more expressive.

Read the Selection

CD 3, Track 5 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Page and paragraph** Tell students they will read the poem out loud several times as a class. Have them decide whether they would like to read the whole poem or only read a stanza. Allow two students to read the whole page and two groups of students to combine reading a stanza each.
- **Interpret the images** Ask students how these images show changes. (They show a tree at different times of the year.) ***Ask:*** *What feelings do you get when you look at these pictures?* (feelings will vary by season)
- **Vocabulary development** Point out the word *sweet* in the first stanza. Tell students that the denotative meaning of this word is about taste, such as sugar or honey. In this instance, the author intends the connotative meaning of *enjoyable* or *delightful.* ***Say:*** *Winning can be* sweet. *That doesn't mean it tastes good.* Ask students to look for other words in the poem where the author intends a connotative meaning.

Reading Fluency

Echo Reading "Change," stanzas 1–5

Reading Strategy

Teacher modeling Model the strategy for students. Read the poem once. ***Say:*** *I like the last stanza:* It is only I who have changed. Read the poem again. ***Say:*** *Now I understand the last stanza. It means that the seasons change, but they are the same, too. But people change, and they are never the same again.*

Answer
The rhythm changes. The rhythm shows a pattern. Changing the rhythm hints that there are changes in the pattern.

Reading 2
Literature

Change

by Charlotte Zolotow

1 The summer
still hangs
heavy and sweet
with sunlight
as it did last year.

2 The autumn
still comes
showering gold and **crimson**
as it did last year.

3 The winter
still stings
clean and cold and white
as it did last year.

4 The spring
still comes
like a whisper
in the dark night.

5 It is only I
who have changed.

Reading Strategy
Read and Reread
Reread stanzas 4 and 5. How does the rhythm compare to the first three stanzas? How is this a clue to the poem's meaning?



crimson deep, dark red

316 Unit 5 • Chapter 2

Differentiated Instruction • Reading Comprehension

Scaffolding
Review with students how to read poetry. ***Say:*** *When you read a poem for the first time, just read to enjoy. When you read it for the second time, look for meaning. The third time, look at the structure. Study how the poem is put together. On the fourth reading, think about how the poem makes you feel.* To help students connect with the poem, have them list ways they have changed during the past year. What do they have in common with the poem? Share in small groups or with the class.

Extension
Explain to students that the same poem can make different people feel different ways. This is because people have different personalities. People's lives are different. People have had different experiences. Our experiences determine how we interpret things. Our experiences shape our perspective, or our way of seeing things. Have students brainstorm ideas that might influence how they feel about the poem "Change." (never lived somewhere with seasons, do not like particular seasons, associate spring with storms rather than a whisper, etc.)

Old Snake

by Pat Mora

1 Old Snake knows
Sometimes you feel
you can't breathe
in your own tight skin.
Old ***Víbora*** says, "Leave
those **doubts** and hurts
buzzing like flies in your ears.
When you feel your frowns,
like me **wriggle** free
from *I can't, I can't.*
Leave those gray words
to dry in the sand
and dare to show
your brave self,
your bright true colors."

Reading Strategy

Read and Reread
Reread the poem. What connotation does the poet give to the word "skin"?



A snake shedding its skin

Víbora Spanish word for snake
wriggle move back and forth quickly

Reading Check

1. **Recall details** To what does Charlotte Zolotow compare spring?
2. **Visualize** What sounds do you hear in "Old Snake"? What colors do you see?
3. **Analyze theme** What is the change in "Change"? What is the change in "Old Snake"?

Read the Selection

CD 3, Track 6 (optional)

- **Page and paragraph** Tell students they will read the poem out loud several times as a class. Have them decide whether they would like to read the whole poem or only read a sentence. Allow two students to read the whole page and two groups of students to combine reading a sentence each.
- **Interpret the image** ***Ask:*** *What is happening in this photograph?* (The snake is shedding its skin.) *Why do you think this image was picked to go with the poem?* (The poem is about change. Shedding skin is a change for a snake.)
- **Vocabulary development** Explain the word *víbora.* ***Say:*** Víbora *is the Spanish word for snake. In English, a snake is also sometimes called a viper, but a viper is a particular kind of snake.*
- **Grammar preview** Point out the adverb clause *When you feel your frowns* and explain that it modifies the verb *wriggle.* Tell students they will learn more about adverb clauses on page 323.

Reading Strategy

Describe the effect of literary devices Explain to students that "Old Snake" uses figurative language to make its point. There are similes (*buzzing like flies in your ears*). There is also personification, or giving human traits to nonhuman things *(the snake knows, the snake says, the snake gives advice).* ***Ask:*** *How does the comparison between people's doubts and the snake's skin help convey the poem's message?* (By comparing the people's doubts and a snake, the author states that people can be trapped by their doubts. When we get rid of those doubts, we can be free.)

Reading Strategy Sample Answer
The poet gives skin the connotation of an old way of doing things.

Reading Check Answers
1. a whisper in the dark night
2. Sounds: buzzing flies, whispers saying, I can't. Color: gray and then bright true colors.

Listening and Speaking Strategies

English language conventions Poets do not always follow the rules of writing. Explain that some poets, such as e.e. cummings and bell hooks, do not use capital letters. Other poets do not use punctuation. When reading a poem, remember that the writer chose to break the rules. The writer is making a statement. Poems are about feelings and ideas. They are not always good models for English language conventions.

Arts Connection

Design a poster Have students select one descriptive word from "Change" or "Old Snake." Have them create a poster that shows what this word means. Students may wish to draw images or use other words from the poem to illustrate how the word makes them feel. They should also incorporate a variety of colors, textures, and materials. Provide students with different types of paper, material, paints, markers, etc. Allow them to bring in supplies from home also.

Read the Selection

- CD 3, Track 7 (optional)
- **Pre-read** ***Say:*** *Writers use metaphors to make a comparison. In the final line of this poem, the author writes,* Real friends form a net. ***Ask:*** *What does this mean?* (A net catches you if you fall from a tightrope. Friends catch you if you fall in life.)
- **Preteach vocabulary** Explain that *knock* is a multiple-meaning word. One common meaning is *to strike against something,* as in *to knock on a door.* However, *knock* can also be used as a slang term that means *to disrespect or criticize.* The sentence *Some friends knock your confidence* means the friends are not supportive.
- **Page and paragraph** Tell students they will read the poem out loud several times as a class. Have them decide whether they would like to read the whole poem or only read a stanza. Allow two students to read the whole page and two groups of students to combine reading a stanza each.
- **Interpret the image** ***Ask:*** *What do you see in this photograph?* (legs, people standing and walking) *Where do you think this photograph was taken?* (in a school hallway or cafeteria) *Why do you think the photograph was taken here?* (people go through a lot of changes while they are in school)
- **Vocabulary development** Explain what a *tightrope* is. ***Say:*** *In the circus, some performers walk on a rope that is strung tightly between two poles. That rope is called a* tightrope. *To walk on this rope, the performers must have excellent balance.* ***Ask:*** *Why does the author compare walking on a tightrope to getting along with friends?* (Both are a delicate balance. You do not want to take a wrong step on a tightrope. You do not want to say or do the wrong thing with friends.)

Reading Fluency

Reading Poetry Aloud "Walking on the Boundaries of Change"

Reading Strategy

Read and reread Have students read the poem aloud so they can better hear the rhythm of the words and lines.

Reading Strategy Answers
The lines break at punctuation marks. The marks slow down the rhythm of the poem.

Walking on the Boundaries of Change

by Sara Holbrook

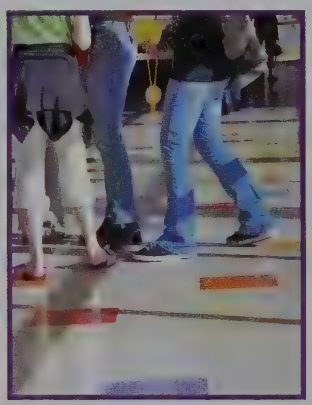
1 Day by day
a **tightrope,**
walking on the boundaries
of change.
One step—
firm, familiar,
the next step—
shaky, strange.

2 Some friends
will dare danger,
mock or push each step.
Some friends
knock your **confidence.**

3 Real friends
form a net.

Reading Strategy

Read and Reread
Read the poem. What do you notice about the way the lines break? Reread stanza 1. How does the poet's use of punctuation affect the rhythm?



tightrope a rope stretched between two high points
knock criticize

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Model how to use a **Venn Diagram**. Have students use this graphic organizer to compare and contrast the readings in Chapter 2. Pick two things, such as text genre, theme, etc. Discuss how they are similar and different. Have students write words or phrases that show similarities and differences in the readings. Have students use information on the diagram to form complete sentences. Then discuss the two readings in relation to one another.

Extension

Organize students into small groups. Have them think about how each reading dealt with the theme of change. What types of changes did they read about in "Change"? (seasons, colors, temperature) What types of changes did they read about in "Old Snake"? (change of attitude) They should brainstorm examples from each. Use the examples to write a summary of how the readings are related by theme. If they have trouble doing this in small groups, rejoin as a class and complete the activity.

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Identify repetition** What phrase is repeated in "Change"?
2. **Identify figurative language** Which poem uses personification? Give an example of its use in the poem.
3. **Interpret** What words in "Old Snake" have negative connotations? What words have positive connotations?
4. **Make personal connections** Reread the last two stanzas of "Walking on the Boundaries of Change." Do friends who "form a net" give you **confidence** or cause you to **doubt**? Explain your answer.
5. **Revisit the Reading Focus Questions** Go back to page 315 and discuss the questions.



Spelling

Spelling Contractions with Pronouns



Writing Conventions

Punctuation: More Uses of Colons



Connect Readings 1 and 2

You have read two readings on the theme of change. Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the genre of each reading?	What kind of change does each reading talk about?	Why does the structure of the reading suit each writer's purpose?
Our Changing Earth			
Change *Old Snake* *Walking on the Boundaries of Change*			

2. With a partner, ask and answer these questions.
   a. "Our Changing Earth" and "Walking on the Boundaries of Change" include the word *boundary*. What does each writer want to say about boundaries?
   b. "Our Changing Earth" and "Change" talk about nature. Compare what each text says about the natural environment.
   c. Write the four sentences of "Old Snake" as four sentences of text. Do the words have the same feeling as text sentences? Explain your answer.
3. **Revisit the Chapter Focus Question** How can change help you to understand yourself and the world around you? Use examples from the readings in your answer.

Grouping Strategies

Opportunities for practice Two useful grouping strategies are small groups and partners. Organize students in small groups of three to four students. Students may be more willing to speak up in small groups than in front of the whole class. Small groups require planning and take time to arrange. Pairing students with a partner is often a better choice for dialogues or brief discussions. Students can quickly turn to a partner and ask for help in the middle of a classroom activity.

Reteach and Reassess

Identify characteristics of poetry Review the features of poetry with students. Talk about how poets sometime break rules when writing poems. ***Ask:*** *Why do you think some poets break the rules?* (to have a more effective message) ***Say:*** *Some poems are very direct. They say exactly what they mean. "Change" was somewhat direct. Other poems are not direct. They make you really think about their message. "Old Snake" made you think.* ***Ask:*** *Which type of poetry do you prefer? Why?*

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationship (QAR)

"Right There"
1. as it did last year

"Think and Search"
2. "Old Snake" uses personification. The snake knows, the snake says, and the snake gives the reader advice.

"Author and You"
3. Negative: tight, hurts, doubts, buzzing like flies, frowns, gray, dry. Positive: dare, brave self, bright true colors.

"On Your Own"
4. Sample answer: They give you confidence. They give you a safety net to fall into if you fail.

Revisit the Reading Focus Questions
5. See page 315 for answers to the Reading Focus Questions.

Spelling

Spelling Contractions with Pronouns Students will learn more about how to spell contractions with pronouns on page 218 of the Workbook.

Writing Conventions

Punctuation: More Uses of Colons Students will learn more about the uses of colons on page 219 of the Workbook.

Connect Readings 1 and 2

Compare and contrast Lead a discussion on how informational texts and poems can talk about the subject of change.

Answers
1. "Our Changing Earth" is an informational text; "Change," "Old Snake," and "Walking on the Boundaries of Change" are poems. "Our Changing Earth" talks about changes in the structure of Earth. "Change," "Old Snake," and "Walking on the Boundaries of Change" talk about changes in life. Answers about structure will vary.
2. a. Possible answer: Boundaries are fragile. One move, or one change, can make a big difference.
   b. "Our Changing Earth" talks about things that change Earth forever. But "Change" focuses on how these changes repeat. Some changes on Earth are not forever.
   c. Answers will vary.
3. Change can help you understand yourself and the world around you by comparing the two or by concentrating on the details of the world around you. For example, in "Change" the narrator notices that the seasons change the same way they do every year, but she has grown and become someone else, unlike nature. "Our Changing Earth" forces the reader to concentrate on the world around them by discussing different meteorological and physical events that impact the earth's surface immediately and over time.

Listening and Speaking

Ask and Answer Questions in a Quiz Bowl

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** Talk to students about *cooperation* and *competition*. ***Say:*** Compete *and* cooperate *are opposites. They are antonyms. When you compete against someone, you try to win. You try to make the other person lose.* ***Ask:*** *When do you compete?* (games, contests) ***Say:*** *When you cooperate, you work with the other person to meet a goal.* ***Ask:*** *When do you cooperate?* (projects, reports) ***Say:*** *In this game, you will work with a partner. You can win the Quiz Bowl as a team. However, you will also compete against your partner. Only one player will be named Grand Champion.*
- **Practice** Pair each student with a partner. Have each student choose a topic from "Our Changing Earth." Each partner should write four questions on their topic. When finished, have them take turns asking questions. Ask them to add up points and compare with classmates. Reward the winning team. Reward the winning individual.

Phrases for Conversation

Asking Questions

Help students use the suggested phrases as they ask questions in the Quiz Bowl. After students practice these phrases, they will feel more comfortable using them to obtain information in other classes

- **Teacher Modeling** Model using the phrases. ***Say:*** *What is the name of the first reading in Chapter 2?*
- **Apply** After students have practiced the phrases for conversation, prompt them to make suggestions. Begin by saying a suggestion phrase and have students finish the sentence. For example, "What do you call…" "…a machine that keeps food cold."

Listening and Speaking

Ask and Answer Questions in a Quiz Bowl

Phrases for Conversation

Asking Questions

What is the name of …
What do you call …
Can you give the term for …
What is the cause of …
What happens when …

In "Our Changing Earth," you read about earthquakes, volcanoes, and changes in Earth's surface. How well did you understand the information?

Take part in a Quiz Bowl to find out. You and a partner will compete against other pairs of students to win the Quiz Bowl. You will also be competing against each other to be the Grand Champion. See how well you can cooperate in a competition.

1. Work with your partner.
   a. Choose a topic from "Our Changing Earth." You and your partner must choose different topics. Create four questions to ask your partner on the topic he or she chose. For each question a student answers correctly, he or she gets one point.
   b. You and your partner want to win the Quiz Bowl, so you want to earn a lot of points as a pair. But you also want to win more points than your partner to be the Grand Champion.
2. Take turns asking questions. You earn points only when you answer the question correctly.
3. Add up the points you each earned. Then combine your individual scores. How well did you and your partner do?
4. Compare your scores with your classmates. Which pair won the Quiz Bowl? Who is the Grand Champion?
5. Talk with your classmates. How did you choose the questions to ask your partners? How did you like the activity?



Differentiated Instruction • Listening and Speaking

Scaffolding

Discuss ways to use the phrases for conversation when writing Quiz Bowl questions. ***Say:*** *I want to ask my partner about the focus of an earthquake. I can ask that question in many different ways. One way is to write:* What do you call the point at which an earthquake starts? I *could also write:* Can you give me the word for the point at which an earthquake starts? *Both ways ask what I want to find out. Both ways are correct.* Have students give other examples.

Extension

Identify students who are using question phrases correctly. Pair these students with others who are having problems. Have these students work together to resolve any problems associated with using the phrases. Also have the partners discuss times when one phrase is more suitable than another. Then have each pair write three questions based on "Our Changing Earth."

Reading Fluency

Sounds and Rhythm in Poetry

Reading poetry aloud helps you to hear the sounds and rhythm of language. It also helps you to read with feeling.

1. Your teacher will read "Walking on the Boundaries of Change" out loud.
   a. Follow along silently as your teacher reads each line.
   b. Pay attention to the rhythm of the language. Notice the pauses.
   c. Listen for sounds and phrases that repeat. Notice how it affects the rhythm.
2. Your teacher will read the poem again, line by line.
   a. After your teacher says a line, repeat it with your classmates.
   b. Practice reading the poem on your own. Try to use your teacher's rhythm and expression. Be sure to speak clearly.

Vocabulary Development

Word Relationships

You can build your vocabulary by relating new words to familiar words. For example, you know the meaning of the word *sign*. The words *signature*, *signal*, and *designate* are all related to the word *sign*. Look at the dictionary definitions. How are the words related in meaning to the word *sign*?

sign *n.* an action or other nonspoken way of communicating
v. to write one's name on something
signature *n.* one's name written by oneself
signal *n.* an action or thing that sends a message, often not using words
v. to send a message
designate *v.* to mark or point out, indicate

All of the words show something being communicated. When you read or hear an unfamiliar word, try to relate the new word to one you already know.

Read the words below, and think of at least two other words you know that are related to each word. Use a dictionary if you need help.

1. know 2. part 3. form

Checkpoint

1. Build as many words as you can from the word **act**.
2. Tell how the words are related in meaning.

Vocabulary Log · Workbook page 220 · Independent Practice CD-ROM/Online

Cultural Connection

Define and clarify Some cultures discourage children from speaking in public. Some cultures discourage people from expressing opinions. Other cultures encourage people to express opinions. Students should feel free to share their ideas. They should be respectful of the ideas of others. Be patient as students adjust to new cultural norms. Give positive feedback to increase their confidence. Have students share ideas with partners or in small groups before having them present ideas to the class.

Writing Strategies

Practice Have students use their Quiz Bowl questions to write a short report on changes. Once they have completed their first draft, have students revise their reports. They should take note of sentence length, word choice, and overall structure. Remind students that their reports should be informative and interesting. When students have completed their second drafts, assign each student a partner. Have the partner review the paper to ensure that it is informative and interesting.

Unit 5 • Chapter 2
After Readings 1 and 2

Reading Fluency

Sounds and Rhythm in Poetry

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Teacher modeling Model appropriate reading rate, intonation, and expressiveness for students. Have students practice Reading Fluency techniques by reading a short passage.

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Word Relationships

Clarify meaning and usage Tell students that they can use words they already know to learn new vocabulary. For example, point out that the word *sign*, which means *a way of communicating without speaking*, appears in the word *signal*. A *signal* is *an action that sends a message, often without using words.* ***Ask:*** *Can you think of other familiar words that can help you understand new words?* (Sample answers: snow, snowman; rain, raindrop)

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers

1. knowledge, known
2. particle, partial, partner
3. formula, formulate, formation

Checkpoint Answers

1. act: action, activate, acting, activity, actress, actor, actual
2. *Act* means *something that is done.* Each of these words means *something that is done* or someone who does something.

Grammar

Independent and Dependent Clauses

Instructional Routine for Grammar
page Txxxii

- **Preteach** Describe the difference between independent and dependent clauses.
  Say: *A clause is a group of words with a subject and a verb. There are two different types of clauses. An independent clause can stand alone. It is a complete sentence and a complete thought. A dependent clause cannot stand alone. It can never be a sentence. A dependent clause depends on, or needs, an independent clause. A dependent clause is sometimes called a subordinate clause. A sentence that contains both an independent clause and an independent clause is called a complex sentence.*
- **Teach** Write the following sentence on the board: *After school is out, I will go to dance class.* ***Say:*** *In this sentence,* I will go to dance *class is the independent clause. It can stand alone.* After school is out *is the dependent clause. It cannot stand alone.*
- **Apply** Read the sample sentence on the page. Have students work in pairs to write at least three original sentences that contain independent and dependent clauses.
- **Practice** Have students compare their sentences with a partner. Ask several volunteers to share their sentences with the class. Go over the sentences and remind students to ask questions about any sentences they do not understand.
- **Extend** Have students think about the changes they read about earlier in the chapter. Have volunteers describe one of the changes. Encourage students to use the independent and dependent clauses.

Practice the Grammar Answers
1. I
2. D
3. D

Use the Grammar Answers
Answers will vary, but each dependent clause should be underlined once. Each independent clause should be underlined twice.

Grammar Expansion

Subject-Verb Agreement in Complex Sentences Students will practice subject-verb agreement in complext sentences on Workbook page 222.

Checkpoint Sample Answers
1. independent clause
2. complex sentence

Grammar

Independent and Dependent Clauses

A **clause** is a group of words that has a subject and a verb. How is a clause different than a **phrase**? Phrases are word clusters without subject and verb combinations.

Phrase: I will study **after dinner.**
Clause I will study **after I eat dinner.**

There are two kinds of clauses. An **independent clause** (or **main clause**) expresses a complete idea. It can stand alone as a complete sentence.

A **dependent clause** (or **subordinate clause**) does not express a complete thought. It cannot stand alone as a complete sentence and can only appear in a sentence with an independent clause.

A sentence that includes both a dependent clause and an independent clause is called a **complex sentence.**

Complex sentence:

After a **tsunami hits** the shore, the **wave crashes** over the land.
dependent clause — independent clause

Notice that both clauses have a subject and a verb, but only an independent clause expresses a complete thought.

Grammar Expansion
Subject-Verb Agreement in Complex Sentences

Workbook page 222

Independent Practice CD-ROM/Online

Checkpoint
1. Which type of clause can stand alone?
2. What is a sentence with an independent and dependent clause called?

Practice the Grammar Label each underlined clause ***I*** for **independent** or ***S*** for **subordinate.**

1. Water expands when it freezes.
2. If ice and snow build up over many years, they can form glaciers in mountains.
3. As a glacier moves, sand and rock inside the glacier wear down mountains.

Use the Grammar Independently Write three complex sentences about your experiences in a storm. Use both dependent and independent clauses. Underline the dependent clauses once. Underline the independent clauses twice.


Workbook page 221

Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Write the sentences below on the board. Have students complete each sentence with an independent or dependent clause.
After dinner, ___. (I went for a walk)
The dog looked very nice___. (after it had a bath)
Once the earthquake ended, ___. (we ran outside)
After I won a million dollars, ___. (I bought my dad a new car)
The brothers knew they were in trouble___. (when they saw the broken window)

Extension

Have partners brainstorm a list of independent and dependent clauses. Write these clauses on cards. Identify them as either independent or dependent. Then mix them up. Exchange cards with another pair. Have each partner draw a card. They should use it to complete a sentence and correctly identify it as an independent or dependent clause. For example, if a card says *in the morning*, a student might say *I wake up in the morning. That is a dependent clause.* Have students share their sentences with the class.

Grammar

Adverb Clauses

An **adverb clause** is a dependent clause that is used to modify a verb. Adverb clauses answer questions like *When?* *Where?* or *Why?* Look at these sentences. Notice that an adverb clause modifies the whole verb phrase.

When? I will stay inside **until the rain stops.**

Where? The building was damaged **where the lightning struck.**

Why? School was cancelled **because the storm was a hurricane.**

All adverb clauses begin with **subordinating conjunctions.** Here are some common subordinating conjunctions.

after	because	if	until
although	before	so that	when
as soon as	even though	unless	where

Practice the Grammar Choose the correct subordinating conjunction to create an adverb clause that makes sense in the sentence.

1. What will you do **(after/where)** you finish high school?
2. I will go to college **(although/because)** I want to be a teacher.
3. I help my friend **(before/so that)** he can learn English.
4. He fixed my computer **(if/when)** the screen froze.

Use the Grammar Independently Write three sentences using these adverb clauses.

1. because football is so popular
2. after we won the game
3. before we go to the playoffs

Grammar Expansion
Questions with *How*
Workbook page 224 · Independent Practice CD-ROM/Online

Checkpoint
What kind of clause is an adverb clause: dependent or independent?

Workbook page 223 · Independent Practice CD-ROM/Online

Arts Connection

Connect Have students draw pictures illustrating two of their sentences. Have them write their sentences on the backs of their pictures. Underline the dependent clause once. Underline the independent clause twice. Once they have done this, have students share their pictures with the class. Have other students take turns guessing what independent or dependent phrase the student was trying to express in the picture. The student who guesses correctly gets to show a picture next.

Listening and Speaking Strategies

Pause while reading Model for students the proper way to pause when you reach a comma when reading aloud. ***Say:*** *Remember, a comma tells you to pause. It doesn't tell you to stop. Listen as I read two sentences from your text:*

1. After a tsunami hits the shore *[pause]* the wave crashes over the land.
2. If ice and snow build up over many years *[pause]* they can form glaciers in mountains. ***Ask:*** *Where did I pause? (when I reached the comma)* Have students repeat the sentences. Monitor to see that students are pausing correctly when they read.

Grammar (cont.)

Adverb Clauses

- **Preteach** Remind students that they learned about the coordinating conjunctions *and*, *or*, and *but* on page 120 (Unit 2 Chapter 2).
- **Teach** Use the examples on page 323 to explain adverb clauses. ***Say:*** *Adverb clauses are dependent clauses. They answer questions like* When? Where? *and* Why? Show how the adverb clauses in these sentences answer those questions. Point out the word in the box. Explain that adverb clauses commonly begin with these words. Have students create sentences that contain adverb clauses beginning with each of these words.
- **Practice** Have students select the correct word to complete the adverb clause in each "Practice the Grammar" sentence. ***Ask:*** *Which question did the clause answer:* When? Where? *or* Why?
- **Apply** Review punctuation rules that apply to adverb (or dependent) clauses. If the clause is first, a comma follows the clause. If the adverb clause follows an independent clause, no comma is needed.
- **Extend** Have students write sentences using the adverb clauses in "Use the Grammar Independently." Write the sentences once with the adverb clauses at the beginning each sentence. Use commas appropriated. Write the sentences again with an independent clause at the beginning of each sentence. No comma is needed.

Practice the Grammar Answers
1. after
2. because
3. so that
4. when

Use the Grammar Answers
Answers will vary. If the adverb clause is at the beginning of the sentence, it should be followed by a comma. If the adverb clause is at the end of the sentence, no comma is needed.

Grammar Expansion

Questions with *How* Students will practice forming questions with *how* on Workbook page 224.

Checkpoint Answer
dependent

Writing Assignment

Write a Poem About Change

Instructional Routine for Writing
page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 409–449

- **Review genre** Review the features of a poem. Remind students that many poems rhyme. However, there are no rules that say poems must rhyme.
- **Grammar review** Remind students that an independent clause can stand by itself. A dependent clause cannot.

Writing Prompt

- **Interpret the Writing Prompt** Remind students that change can be literal, or a real thing. Change can also be figurative, or in your thoughts and imagination.
- **Vocabulary development** Review poems with students. Tell them that there are many types of poems. Some poems use free verse—poetry that is written to sound like natural speech. Other poetry has a strict rhythm or pattern. Poets sometimes decide not to follow the rules of written English. They may invent words. They may break the rules of punctuation or capitalization. When students write poems for this assignment, they should follow the normal English grammar rules.

Read the student model

- **Analyze model writing** Have students read the model silently. ***Ask:*** *What is the poem's title?* (Change Is) *What does the poet want to say about change?* (Change happens all the time, and people should welcome it.) ***Say:*** *Tell how the poem made you feel.*
- **Grammar Review** Have students locate dependent clauses in the poem. (that happens every day; that happens to us all)

Reading Fluency

Choral Reading Student Model

Writing Assignment

Write a Poem About Change

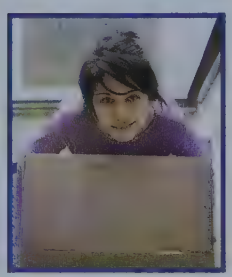
Writing Prompt

Think about the idea of change. Write a poem in free verse to tell your classmates how you feel about change. Use imaginative language that expresses emotion. Include at least one dependent clause in your poem.

Write Your Poem

1. **Read the student writing model.** Read the poem silently. Then read it aloud to yourself. Notice how the student has used repetition. Also notice where the student has changed the rhythm.

Student Model



Change Is
Change is
Something that happens every day.
Change is
Something that happens to us all.
We learn. We grow
We change.
Don't let it cause you worry.
Don't let it cause you doubt.
Learn that change is something good.
Grow to love your
Changes.

Workbook
page 225

Differentiated Instruction • Writing Assignment

Scaffolding

Tell students that they are to write a poem in free verse. Remind them that some poems rhyme, but rhyme is not a requirement. However, a poem should express thoughts and feelings and connect with readers. Some students may be reluctant to share thoughts and feelings about change. Tell them that only volunteers will share their work with the class. However, remind students that you will be reading each poem.

Extension

Have students write another poem on a specific topic related to change. Possible topics include *a new school, moving, a new language, a new culture,* and *new friends.* Students should write in free verse. They should express thoughts and feelings, and they should try to connect with readers. Remind students that a good poem has a message. This message may be direct. Or, the reader may need to read a poem several times to understand its message.

2. **Use your experiences to select a focus.**

a. An Idea Chart can help you discover significant ideas from your experiences. Make an Idea Chart like the one below.

Idea Chart	
Events	move to the U.S.
Scenes	new home, new school, new environment
Feelings and responses	strange, scary, sad, bored, changing, thinking, happy, free, playing, running, friendly, familiar

b. Explore the thoughts in your chart by freewriting, or writing without stopping.

c. Read through your writing. Highlight words that are important. Circle words you want to move. Think of words to add.

3. **Write your poem.** Use your freewriting to help you. Where will you break your lines? Analyze the word choices of the poets in Reading 2. What words best express your feelings? Play with the form and rhythm of your poem. Decide how to structure the organization of your poem.

4. **Revise.** Read your poem aloud to yourself. Revise it to capture your thoughts and feelings better. Delete any unnecessary words.

   Use the **editing and proofreading symbols** on page 435 to mark any changes you want to make.

5. **Edit.** Check your poem for grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find any problems and errors.

6. **Publish.** Read your poem to your classmates. Read with fluency, rhythm, and expression.

Writing Checklist

1. My poem reflects significant ideas from my experiences.
2. My words express my feelings about change.
3. My line breaks add to the form and rhythm of the poem.
4. I included at least one dependent clause.

Writing Support

Mechanics

Commas in Complex Sentences

- When a dependent clause appears before an independent clause in a complex sentence, a comma (,) separates the two.

  As rocks pull apart, magma rises from below.

- When an independent clause is stated first, the complex sentence has no comma.

  Glaciers carry rocks and soil as they move.

Apply Check your poem. Did you use commas in complex sentences correctly?



Workbook pages 226–228


Independent Practice CD-ROM/Online

Home Connection

Connect Have students ask family members if they have favorite poems. What do these poems mean to them? Where and when did they discover these poems? What do they like about the poem? Share these poems with the class. If they read a poem in their native language, ask them to translate as best they can.

Classroom Management

Grouping options It is not uncommon for one or two students to dominate discussion in a large group. Because of this, some students may be uncomfortable working in a large group. They may feel it is hard to express their ideas.

To maximize all students' participation, experiment with small groups of three or four students. Explain to students that everyone is expected to participate.

Writing Assignment (cont.)

Use Your Experiences to Select a Focus

- **Brainstorm** Remind students that it is easier to write about things they know. These may be events, scenes, feelings, or other things that have happened in their lives. Give students five minutes to think of examples of each. After five minutes, have students review their Idea Charts. Highlight any words they want to use in their poems.
- **Teach** Point out to students that a poem is not a list of feelings. It should be creative, imaginative, and expressive. ***Say:*** *Poetry is a way to connect with a reader. Poetry is very personal. It expresses how the writer feels.*

Write Your Poem

Have students make a list of the words they highlighted in their Idea Chart and use those words as an outline. ***Say:*** *Your free verse poem should express your feelings about change.* Remind them to consider line breaks when writing—where they break lines will affect their poems' rhythm.

Revise

Ask: *What feelings are you trying to show in your poem?* Remind students to choose words that show, not tell, their thoughts. Have students double-check their poems. Tell them to be sure their poems say what they want them to.

Edit

Writing Checklist The checklist includes important points that should be covered during the editing process. Poems should tell about something important in the students' lives. They should express writers' feelings about change. Line breaks should add to the form and rhythm of the poem. Poems should also include at least one dependent clause.

Publish

Collect all the poems, then distribute them randomly to students. Have them take turns reading the poems aloud to either a small group or the class.

Writing Support

Structural features of English Review commas in complex sentences with students. ***Say:*** *Check your poem. Check to make sure that you used commas correctly.*

Unit 5 • Chapter 2
Check Your Progress

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check

Progress Check Answers

Vocabulary From the Readings
energy: power, or the ability to do activities; *expand*: to grow larger in size; *flow*: to move smoothly from one place to another; *form*: to shape something; *surface*: the exterior boundary of something; *confidence*: being sure of oneself, lacking self-doubt; *doubt*: to be uncertain; *mock*: to ridicule

Academic Vocabulary
concept: A general idea that usually includes other, related ideas; *element*: parts; *pattern*: repeated set of events, features, or characteristics

Reading Strategies
When you synthesize, you have to bring in information from different parts of the text, so it helps you understand the whole text better.
When you reread a poem, you can notice things that you missed before.

Text Genres
informational text (science reference article); poetry

Reading Comprehension
the changes that happen to Earth
the changes that happen to people

Spelling
you're, it hasn't

Writing Conventions
10:30

Text Element
to make the parts of a diagram or illustration easier to understand

Listening and Speaking
Phrases for conversation "What is the name of…" "What do you call…" "Can you give me the term for…" "What is the cause of…" and "What happens when…"

Vocabulary Development
You can look for words they are related to.

Grammar
A complex sentence has a dependent clause and an independent clause. An adverb clause always starts with a subordinating conjunction.

Writing Support
If the dependent clause comes first, you place the comma between it and the independent clause.

Progress Check

How well did you understand this chapter? If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to review
Vocabulary From the Readings	What do these words mean?	
	• **energy**, **expand**, **flow**, **form**, **surface**	302
	• **confidence**, **doubt**, **mock**	314
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **concept**, **element**	303
	• **pattern**	312
Reading Strategies	How does **synthesizing** help you to understand a text as a whole?	303
	How does **rereading** help you to understand the meaning of a poem?	315
Text Genres	What is the text genre of "Our Changing Earth"?	304
	What is the text genre of "Changes," "Old Snake," and "Walking on the Boundaries of Change"?	315
Reading Comprehension	What is "Our Changing Earth" about?	313
	What are "Change," "Old Snake," and "Walking on the Boundaries of Change" about?	319
Spelling	What contraction can you make from "You are"? What contraction can you make from "It has not"?	319
Writing Conventions	How do you write clock time for "ten thirty" using a colon?	319
Text Element	Why might the author of a reference article use labels?	313
Listening and Speaking	**Phrases for Conversation** What phrases can you use to ask questions about a topic?	320
Vocabulary Development	How can you use words you already know to build your vocabulary knowledge?	321
Grammar	What are the two parts of a complex sentence? What do all adverb clauses begin with?	322 323
Writing Support: Mechanics	When do you include a comma in a complex sentence?	325

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

The Tennessee River

1 The irrigation system and the course of the Tennessee River make it unique. With nine dams, the Tennessee River is one of the world's leaders in irrigation and hydropower. These dams prevent flooding, direct water to crops, and create electric energy for nearby communities. The Tennessee River also has an unusual course. Beginning in Knoxville, Tennessee, the river flows south to Chattanooga. Next, it turns west into Alabama. Then, it turns north and travels back into Tennessee. Finally, it turns east and joins the Ohio River in Kentucky. The Tennessee River is the only river in the world that travels in all four directions.

1 **What does the word flows mean in the following sentence?**

> Beginning in Knoxville, Tennessee, the river flows south to Chattanooga.

- **A** gets larger
- **B** moves
- **C** is recognized
- **D** stops

2 **Which pair of words best describes the two unique elements of the Tennessee River?**

- **A** travel, turns
- **B** flooding, drought
- **C** crops, energy
- **D** dams, direction

3 **Where does the Tennessee River end?**

- **A** Tennessee
- **B** Alabama
- **C** Kentucky
- **D** Ohio

4 **What is the genre of this text?**

- **A** fable
- **B** poem
- **C** persuasive essay
- **D** informational text

Writing on Demand: Free Verse Poem

Write a free verse poem about a place you know well. Choose words that will help others picture the place in their minds. Describe how the place has changed over time and how it makes you feel. **(20 minutes)**

Writing Tip
Before writing, close your eyes and imagine the place. Think about the smells, sounds, sights, and feelings of the place. List these details to include while you write your poem.

Study Skills

Using Acronyms and Acrostics Acronyms are helpful in memorizing information. For example, the acronym HOMES stands for each of the Great Lakes (Huron, Ontario, Michigan, Erie, Superior) This acronym makes it easy to remember the names of all five lakes. Students may enjoy decoding this acronym: NEWS (the four compass directions). An acrostic is similar to an acronym; however, an acrostic is a created sentence in which the first letter of each word corresponds with the first letter of the object of memorization. For example, the acrostic sentence "Please Excuse My Dear Aunt Sally" reminds students of the order of operations in solving math equations: parenthesis, exponents, multiplication, division, addition, and subtraction.

Unit 5 • Chapter 2 Check Your Progress

- **Assessment Program:** Unit 5, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®*: Unit 5, Chapter 2 Quiz
- **Milestones Tracker:** Unit 5, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies Instruction
Say: *When you are answering a multiple-choice question, be sure to read all the possible answers before marking your choice. You might want to choose the first answer that sounds right. But sometimes the best answer is not the first option. Cross out the answers that you know are not correct and use the process of elimination to choose the best answer.*

Reading Fluency

Paired Reading "The Tennessee River"

Answers
1. B
2. D
3. C
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit.
- **Interpret the writing prompt** ***Say:*** *Look for the words in the writing prompt that tell you what and how to write. They give you the information you need when you write your response.* ***Ask:*** *Which words give clues about* how *to write?* (free verse, poem, describe). *Which words give clues about* what *to write about?* (a place you know well).
- **Organize quickly** ***Say:*** *In describing the place you know well, say what it means to you, how it makes you feel, and why you like it.*
- **Writing Tip** ***Say:*** *If you have trouble describing your place. If so, use your senses. Close your eyes. Imagine the place. What does it look like? What does it smell like?*
- **Revise** ***Say:*** *Look back at the writing prompt. Make sure that you included everything the prompt asks for.*
- **Edit** ***Say:*** *Make sure that your poem is free verse.*

Instructional Routine for Listening and Speaking page Txlii
Teacher Resources: Rubrics: Rubric for Speaking Assessment
Teacher Resources: "Listening, Reading, Doing" Signs

Listening and Speaking Workshop

Hold a Poetry Slam

- **Review** Remind students to use Key Vocabulary words and independent and dependent clauses in their presentations, when appropriate.
- **Teacher modeling** Review good speaking skills with students. Model how to speak while using eye contact, appropriate gestures, and body language. Explain that wild gestures and lots of body movement are only appropriate in certain circumstances (emergencies, animated storytelling). Model a good speaking volume and pace. Remind students to use appropriate intonation patterns and put stress on important words. *How* students speak can make listeners interested in *what* students say.
- **Determine purpose for listening** ***Say:*** *Listen to the presentations and try to understand the writer's message. Ask yourself,* What is the writer trying to say? How does the writer feel? How does the poem make me feel?
- **Explain attentive listening** Remind students that it is important to respect those who are giving presentations by being quiet and listening to what they say.

UNIT 5

Apply & Extend

Objectives

Listening and Speaking
Hold a poetry slam

Media
Analyze product packaging

Writing
Write a research report

Projects

Independent Reading

Listening and Speaking Workshop

Hold a Poetry Slam

Topic

A **poetry slam** is a competition in which poets recite an original poem to an audience. You will participate in a poetry slam with your classmates to show that poetry is an art form, not just words on a page.

1. **Choose your role in the poetry slam.**
   Your teacher has placed signs in three corners of the classroom that say "Listening," "Reading," and "Doing."
   a. **Doing.** You enjoy writing and performing poetry.
   b. **Reading.** You enjoy reading poetry.
   c. **Listening.** You enjoy listening to someone read poetry and trying to interpret it.
   Which role best describes how you feel about poetry? Move to the appropriate corner.
2. **Prepare for the poetry slam.**
   a. **Doing group.** Write a brief poem (2 or 3 stanzas) on the theme "Change." Work with two members of the **Reading group** to improve your poem.
   b. **Reading group.** Work with one of the poets. Read his or her drafts and make suggestions on how the poem can be improved.
   c. **Listening group.** Work together to discuss the features of poetry you should listen for, such as rhythm, repetition, and rhyming.
3. **Hold the poetry slam.**
   The poets of the **Doing group** will take turns performing their poems for the class. Use the **Speaking Self-Evaluation** to evaluate your performance.
4. **Judge the poetry slam.**
   Members of the **Listening group** will act as judges of the poetry slam. Use the **Active Listening Evaluation** to help you choose the best poem.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Review the different features in poetry, such as rhythm, repetition, and rhyming. Remind them that word choice is critical when writing a poem. Different words make people feel different emotions. ***Say:*** *For example, I could say,* I am hungry. *Or, I could say,* I am absolutely starving. ***Ask:*** *Which sentence makes you think that I am hungrier? (second)* ***Say:*** *How you say something is important, too.* Model reading the second sentence in different ways. Emphasize different words. Show students how that performance is important in a poetry slam.

Extension

Have students review each other's poems. They should pay attention to what they say and how they say it. Facial expressions and gestures are important, too. When students are done, have them describe the experience to the class. What was the best suggestion? Were they polite to each other? What made the conversation seem polite? Have students share suggestions for having a polite conversation.

Active Listening Evaluation
1. The poet spoke clearly.
2. The poet performed with emotion.
3. The poet's performance helped me understand the poem.
4. The poem focused on the theme "Change."
5. The poem used some of the features of poetry that we learned about.

Speaking Self-Evaluation
1. I used suggestions from the Reading group to improve my poem.
2. I used emphasis to help the listener understand the poem's message.
3. I changed the pitch, volume, and tone of my voice to help the listener focus on meaning.
4. I used appropriate pacing and paused after important words and phrases.
5. I looked at the audience as I read my poem.

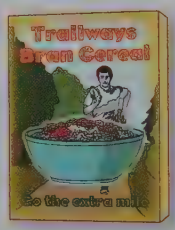
Media Workshop

Analyze Product Packaging

A food company puts information on a product's packaging to let buyers know the name of the product and its ingredients. In addition, the words and images on the packaging are meant to get people to want to buy the product.

1. Look at the two cereal boxes. Think about the words, images, and design of each box.
   a. Which features might attract someone who wants to stay healthy?
   b. Which features might attract someone who wants to have fun?
   c. Which features might make someone think the cereal is tasty?
   d. Who is the target audience for each cereal?
2. Talk with your classmates about product packaging.
   a. What have you learned about packaging messages?
   b. How will this new learning affect your decisions about products in the future?





Listening and Speaking Strategies

Listening for information and mood Tell students to listen for key words and phrases as classmates read their poems. Listen for words that make them feel an emotion. Listen for words that make them *see* the poem. Listen for words that make them understand the poem. Have students share their thoughts with the class. Explain why these words stood out. Explain how these words made them feel. Also offer suggestions for other words that might be even more effective.

Home Connection

Connect ***Say:*** *Changes affect one person differently than another. Think of a big change that you and your family have gone through. How did this change affect you? How did it affect others in your family?* Have students talk with family members about this change. List feelings they had about this change. Think of words that describe the differences in how people felt. Then have students write a poem that includes everyone's feelings about this change.

Unit 5
Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

Organization and delivery of oral communication Students should read the Speaking Self-Evaluation checklist before giving their presentation to know what points they need to cover when they give their presentation.

Active Listening Evaluation

Analyze oral presentation Tell students the purpose of the Active Listening Evaluation is to help speakers improve their presentations the next time, not to make them feel bad about their mistakes. Explain that active listeners give the best feedback because they pay attention when other students are presenting and think about what they are hearing. Good listeners learn about the material and about good speaking strategies from other students' presentations.

Media Workshop

Analyze Product Packaging

- **Review concept** Discuss with students the different types of cereals you can find in a grocery store. ***Ask:*** *What makes you think that cereal is good? Did the name of the cereal attract you? Did the box attract you? How do you know which cereals are for adults? How do you know which cereals are for children?* Explain that companies package products so their target audience will buy them. Have students give examples of products. What is their target audience?
- **Recognize features** Bring in some magazine or newspapers ads for students to look at. Have them look at the products pictured in the ads. Point out different types of packaging. Have students work in groups to determine the target audience for different products. Have students create a package for one product. The package should attract the target audience. Have groups share their packages with the rest of the class.

Reading Fluency

Repeated Reading Media Workshop

Instructional Routine for Writing
page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 409–449

Writing Workshop

Write a Research Report

- **Review** Remind students to use new vocabulary and grammar as it applies when writing their research reports.
- **Build your knowledge** Explain that when students write a research report, they should look for information in many different sources. It is up to them to decide which sources are accurate. ***Say:*** *It is easy to get information, but not all information is accurate. A good researcher checks the source and makes sure the information is accurate.*

Writing Prompt

Analyze and clarify Read the writing prompt aloud and help students find key words that will guide their writing, such as *occurrence, nature, Earth, changes,* and *natural event.* Have students restate the prompt in their own words to check comprehension.

Prewrite

Narrow the topic Have students brainstorm various natural events (earthquake, tornado, glaciers, weathering, etc.) ***Ask:*** *Which is more interesting to you: natural events that happen quickly or those that happen over time?*

Write a Draft

Quote or paraphrase from sources As students work on their draft, remind them that they must use their own words. Tell them that they must not plagiarize, or copy someone else's work. ***Say:*** *When you write a research paper, you are writing facts. You want your facts to be correct. It seems natural to copy from your source. However, you should not copy word for word. You should paraphrase. This lets you state the fact but in your own words.* Explain that the best way to avoid plagiarizing is to take notes using your own words. Then when you write your draft, you already have original thoughts. Remind students that if they do quote a source word for word, they should put the words in quotation marks. Then, they should give the writer credit at the end of the paper.

UNIT 5
Apply & Extend

Writing Workshop

Write a Research Report

In a **research report**, you locate information in various sources and use it to write about a topic in your own words. Research reports require you to judge the accuracy of information in books, magazines, videos, and websites.

Writing Prompt

Do research on an occurrence in nature that affects Earth. Your topic can be about sudden changes or changes that take place over a long time. Prepare a report that will help your classmates understand how, why, and where this natural event can happen.

Build Your Knowledge

Reference books, such as almanacs and encyclopedias, are organized so the user can find specific information quickly and easily. As you research your topic, use the organizational features of a reference book, such as the table of contents, preface, index, and appendix, to locate the information you need.

As you do your research, check the sources they cite in end notes, footnotes, works cited pages, and bibliographies. This will help you know where to look for more information related to your topic. It will also help you judge how reliable your sources are.

PREWRITE

1. Choose and explore the topic.
   a. Look through a science textbook. Choose a topic about changes on Earth.
   b. Look for sources on your topic using the card catalog at a local library. Also search online for information.
   c. Ask questions about the topic to help you form your thesis. Think about what your audience wants to learn.
2. Read to learn.
   a. Choose several sources, read them, and take notes.
   b. Keep track of your sources for a Works Cited page.
   c. Organize your notes. Think about a thesis statement.
3. Synthesize your research into a single thesis statement.
4. Prepare an outline for each part of the research report.

WRITE A DRAFT

1. Write for the purpose to inform. Avoid opinions.
2. Think about your audience. What is their prior knowledge on the topic?
3. Support your thesis statement with the information from your research. Include details, facts, and explanations as needed.
4. Do not **plagiarize.** Acknowledge your sources. Use parenthetical citations in the text and a **Works Cited** page at the end.

Differentiated Instruction • Writing Workshop

Scaffolding

Explain that an important part of a persuasive letter is the thesis statement. A thesis statement is one sentence that sums up the article. The thesis statement is usually the final sentence in the first paragraph. Remaining paragraphs should support the thesis statement. They should include details, facts, and examples about the thesis statement. Students should repeat the ideas in their thesis statement in their conclusion. A conclusion should summarize the paper. It is the last paragraph of the paper.

Extension

Have students use their research reports as inspiration for a poem. Students can pick key words and phrases from their research reports. Include those key words in their poems. The poems are based on facts, but they should express a feeling about the topic. Remind students that poems contain rhythm, repetition, and sometimes rhyme. They also use words to connect with the reader. Above all, poems should be interesting. Have students share the poems with the class.

Student Model

Emily Hung thi Nguyen
English
Mr. Montserrat
December 12, 2008

Fire on the Mountain: How Volcanoes Change the World

A person does not have to live near a volcano to experience the ways it can change the earth. Photos and images show how lava that pours from volcanoes makes new land. A volcano also emits gases and particles that can change the weather very far from where it erupts. Finally, volcanic activity forces people to leave their homes and seek safer places to live. Although not everyone may see one in action, volcanoes change the earth in ways that almost everyone can feel.

Introduction

Thesis statement

Scientists usually know when a volcano will erupt. People who live near the volcano have to be warned. In 2002, Mount Nyiragongo in the Democratic Republic of the Congo erupted and destroyed almost half of the town of Goma. Scientists warned that the eruption would happen, but "the war-torn government was unable to respond to the warnings and no emergency preparations were in place" (Mayell). About 350,000 people were forced from their homes and into refugee camps. Because no one was prepared, the sudden change that the volcano caused was even more of a disaster.

One Paragraph from Body

Cite sources of direct quotations

Works Cited

Collins, Tim, and Mary Jane Maples. Gateway to Science. Boston: Thomson Heinle, 2008.

Mayell, Hillary. "Volcanoes Loom as Sleeping Threat for Millions." National Geographic News. (14 June 2002). 8 April 2008- <http://news.nationalgeographic.com/news/2002/06/0614_volcanoes_recov.html>

Works Cited page

Unit 5
Apply & Extend

Writing Workshop (cont.)

Student Model

- **Analyze the model** Point out the introduction, thesis statement, and direct quotation in the student model. ***Ask:*** *What is the purpose of the introduction in this research report?* (to set the scene or introduce the topic) *What is the purpose of the thesis statement?* (to state the main idea) *What does the first paragraph do?* (It gives an example.) *Why is the word* Mayell *in parentheses after the direct quotation?* (Mayell wrote the article that is quoted here.) *Why do you need to include Mayell's name?* (to give credit to the original author)
- **Analyze the text structure** Have students look at their drafts and identify the introduction, thesis statement, any direct quotations, examples of paraphrasing, and the conclusion. Explain that the opening paragraph and conclusion should be similar, but not identical. The introduction contains the thesis statement, which is the main idea of the report. The conclusion also states the main idea. Suggest that students look back at the opening paragraphs as they write the conclusion. They should use different words to talk about their main idea.

Reading Fluency

Echo Reading Student Model

Writing Connection

Quote or paraphrase sources Have students look through various newspapers, magazines, and books. Search for direct quotes. Point out that the words in a direct quote are placed inside quotation marks. They are followed by a comma, and the source is named. Sometimes the source is a person's name. Other times it is a general description, such as *an administration official.* Have students paraphrase these quotes. Remind them that when a quotation is paraphrased, they should not use quotation marks. They should, however, still cite the source.

Reteach and Reassess

Identify structural features of a research report Review the parts of a research report with students. Prior to class, create a short research report of your own. In class, point out the introduction, thesis statement, direct quotations, words that have been paraphrased, and the conclusion. Also include a works cited page. Give students a research report with sentences or paragraphs out of order. Have students rearrange the sentences or paragraphs to match your model or the student model.

Writing Workshop (cont.)

Revise

Connect ideas ***Say:*** *When writing, it is important that your ideas connect in a logical way. We use transitions to connect one idea to another. We also use transitions to connect one paragraph to another.* Remind students that common transitions are *first, next, then, meanwhile, although,* and *on the other hand.* Have students identify transitions or places where transitions should be.

Edit

Teacher think aloud ***Say:*** *Editing is an important part of writing. You edit to make your writing better, more interesting, or easier to understand. Writers edit their work to correct any mistakes and to use the best possible words to explain their ideas.*

Revising and Editing Checklist

Essay coherence and progression The checklist will help students revise their writing to read and flow more logically. Remind them that they must use their own words. If they did use a direct quotation, they must give the original author credit.

Reading Fluency

Choral Reading Revising and Editing Checklist

Peer Review Checklist

- **Edit and revise** As students peer edit, remind them to make suggestions that critique the writing, not the writer. Remind students that every piece of writing can be improved. Give them a model paragraph with obvious mistakes in organization, writing conventions, and spelling. Help students identify ways the paragraph can be improved. Make sure they give constructive feedback in a positive way.
- **Review** Remind students that they learned about the transitions *after, then, at first, at last, first, second, later,* and *meanwhile* on page 123 (Unit 2 Chapter 2).

Publish

Explain and clarify ***Say:*** Publish *means to make what you write available for other people to read. You should make a clean copy of your essay with all the mistakes fixed. Then share it with other people.*

UNIT 5

Apply & Extend

Writing Suggestion

Research reports often include tables, charts, or graphs as a way to organize information about your topic. Create these graphics with a word-processing program when you publish your report.

REVISE

1. Read through your report. Use the **Revising and Editing Checklist** to help you evaluate and revise your first draft.
2. Exchange your revised draft with a classmate. Ask your classmate to use the **Peer Review Checklist** to suggest how to improve your writing.
3. Revise your draft again. Use your classmate's suggestions to help you polish your report.
4. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.

EDIT

1. Reevaluate your draft using the **Revising and Editing Checklist.**
2. Fix any errors in grammar, spelling, and punctuation.

Revising and Editing Checklist

1. My introduction states my thesis.
2. I wrote with an audience and a purpose in mind.
3. My paragraphs are unified, coherent, and follow a logical order.
4. I used phrases and clauses correctly.
5. I avoided wordiness by consolidating some ideas into one paragraph.
6. I quote or paraphrase information from other sources and cite the source in parentheses.
7. I acknowledge all of my sources on a Works Cited page.

Peer Review Checklist

1. The ideas are developed clearly.
2. Each paragraph has a logical purpose and flows to the next paragraph with good transitional expressions.
3. The style of writing fits the purpose and audience.
4. I learned something new and interesting about the topic.
5. The report would be better if_____.

PUBLISH

1. Use a word-processing program to type your research report. Use the program's spell check and proofread your final copy.
2. Put all the reports together in a book. Work with your classmates to decide on an interesting title for your reports about the changing earth.

Differentiated Instruction • Projects

Scaffolding

Project 3 involves interviewing someone from the community who prepares for and responds to emergencies. Explain that an interview is a conversation. One person asks questions; the other person answers. If students are uncomfortable interviewing someone they do not know, encourage them to choose another project. Project 1 involves library research. Project 2 involves rereading and rewriting sections of "The Circuit."

Extension

As a class, have students brainstorm ideas for a change that would affect them all. (no more school, new teacher, no more lunch periods, everyone moves, must go to school on Saturdays) Have students each write a short report on how that change would affect them. Would the change be good? How would they adapt to the change? How would they feel about the change? Although reports need not be long, they should include an introduction with a thesis statement, supporting paragraphs, and a conclusion.

Projects

Choose one or more of the following projects to explore the theme "Change" further.

PROJECT 1

Investigate Publishing Laws

1. Visit the media center at a local library. Do an online search to find the U.S. government's laws about print and digital publishing.
   a. Define the terms **slander, libel, copyright,** and **plagiarism.**
   b. Find information about the laws that address those concepts.
2. With a partner, prepare a presentation that explains the answers to these questions:
   a. What responsibilities do writers have when they want to publish a piece of writing?
   b. What are the consequences of breaking laws related to publishing?

Writing Suggestion

To write an effective response to literature, support your judgments about the literature through details and examples from the text and your prior knowledge.

PROJECT 2

Write a Class Response to Literature

1. Choose one of the events from Francisco Jímenez's *The Circuit: Stories from the Life of a Migrant Child* to read.
2. After you read the event, write a response paragraph about it that highlights its important parts.
   a. Write a topic sentence about the event.
   b. Write four to five body sentences that share important details without giving away too much.
   c. Write a closing sentence that explains the theme or message of the event.
3. Combine your response paragraph with those of your classmates to make a book review of *The Circuit.* Decide as a class what the autobiography's overall theme is.

PROJECT 3

Interview a Community Emergency Responder

1. Who are the people in your community who prepare for and respond to emergencies? Make a list.
2. Work in a group of three students. Set up an interview with one of the emergency responders on the class list.
3. Write questions to ask the person about his or her job in response to an emergency.
4. Make a presentation to your classmates based on your interview. Invite the person to visit your class.



Classroom Management

Use outside resources Give students sufficient lead time to complete their projects. If you know that a student will have difficulty with a certain project (for example, a student who has limited Internet access or a student who is too shy to interview a stranger), suggest a different project or modify the project. Check students' progress midway through the project to make sure they are managing their time well. Also check group progress to ensure that each student is contributing an equal amount of work.

Listening and Speaking Strategies

Progress-monitoring assessment Record students' oral presentations and play them back later in the school year to show students how their oral language has improved. Point out specific improvements. Identify any areas that continue to be a problem. Ask students what improvement they are most proud of. Ask them what they still need to work on the most. Above all, praise students on the progress they have made.

Unit 5
Apply & Extend

Projects

PROJECT 1: Investigate Publishing Laws

- **Using Library Resources** Have students go to the library in pairs or small groups. Alert the librarian before students go to the library. This will give the librarian time to prepare a selection of books or websites for students to use.
- **Cultural connection** Have students share their findings with family. Compare publishing laws for the U.S. to laws in other countries. How are the laws that govern publishing alike? How are they different? Have students share their findings with the class.

PROJECT 2: Write a Class Response to Literature

- **Grouping strategies** Before students begin, have each student select one event to write about. Make sure that each student has a different event. This way, when students combine their response paragraphs they will create a review of the entire book.
- **Select a focus** If students have trouble choosing an event have them summarize the main events in the story. Once they have completed the summary, have them identify a few key events for each section. Students can select events from this list.

PROJECT 3: Interview a Community Emergency Responder

- **Research** Tell students that the purpose of a good interview is to get interesting information from the person they are speaking with. They need to ask questions that encourage people to answer with details and examples, rather than "yes" or "no." Students should create a list of questions before the interview.
- **Take notes** Remind students to take notes while they are interviewing. A tape recorder is also useful for getting direct quotations. While taking notes is important, students should be careful not to ignore the person they are interviewing. ***Say:*** *Maintain eye contact. Keep the conversation going. When you show interest in your subject, you get much better information.*

Reading Fluency

Echo Reading Project 3

Reading

- **Identify figurative language** Remind students that poetry includes both literal and figurative language. Literal language says what it means. Figurative language is used to create a certain feeling or effect. ***Ask:*** *What is an example of figurative language in this poem?* (I could taste change in the air; I could smell change in the trees, etc.) Point out that a poet often uses words in this way. It is a creative way to make a point.
- **Grammar review** Complex sentences are made up of an independent clause and at least one dependent clause. If the dependent clause comes first, there is a comma after the dependent clause. If the independent clause comes first, there is no comma. Write on the board: *I love a glass of cool water; When I am hot.* ***Say:*** *Here are two clauses. One is an independent clause. The other is a dependent clause. Let's make them into a complex sentence using a coordinating conjunction.* Have a volunteer come to the board and join the two sentences with the independent clause first. (I love a glass of water when I am hot.) Have another volunteer write the sentences with the dependent clause first. (When I am hot, I love a glass of water.)
- **Reteach and reassess figurative language** Have students who are having trouble with identifying figurative language review the concept. ***Say:*** *Remember, figurative language does not mean exactly what the words say. It is an imaginative way of using words. The author is trying to paint a picture in your head. Read stanza 4. Here, the author uses figurative language to compare the moon to a swollen grapefruit. The author does this to help you "see" the moon in a certain way.*
- **Reteach and reassess complex sentences** Have students who are having trouble with complex sentences review the concept. ***Say:*** *Remember, a complex sentence contains an independent clause and at least one dependent clause.* Write on the board: *As I lay in bed, I saw visions of apple-colored leaves.* ***Ask:*** *What is the independent clause in this sentence?* (I saw visions of apple-colored leaves.) ***Ask:*** *What is the dependent clause in this sentence?* (As I lay in bed)

Reading Fluency

Reading Poetry Aloud "Change," stanzas 1–4

Reading

Read this poem. Then answer Questions 1 through 8.

Change

1 The air was crisp this morning,
displaying its brisk, cool energy.
It stung my nose,
and made my eyes water,
as I walked to the park.
I could taste change in the air.

2 The trees scattered a few leaves this noon,
like the beggar woman,
throwing crumbs to the birds.
I paused to watch the colorful leaves
flow with graceful form.
I could smell change in the trees.

3 The sky became a deep purple this evening,
like the feathers on the ducks' heads
flying confidently
as they followed their instinct.
The color warmed my mood
and accompanied me home.
I could feel change in the sky.

4 The moon rose an impossible orange tonight,
like a swollen grapefruit.
Hanging onto the sky,
it made me dream.
As I lay in bed, I saw visions
of apple-colored leaves,
dancing below purple ducks,
flying south for the winter.
I could see change in my world.

1 **What does the word flow mean in the following sentence from stanza 2?**

> I paused to watch the colorful leaves flow with graceful form.

A move smoothly
B fall hesitantly
C drop quickly
D fly confidently

2 **What does the word confidently mean in the following sentence from stanza 3?**

> The sky became a deep purple this evening, like the feathers on the ducks' heads flying confidently as they followed their instinct.

A feeling scared and timid
B feeling good about oneself
C feeling excited
D feeling doubtful

3 **What time of year does this poem describe?**

A late winter
B late spring
C early summer
D early fall

4 **What elements help you know the season?**

A walking to the park, seeing ducks
B beggar woman, crumbs
C crisp air, falling leaves
D orange moon, grapefruit

5 **What object is personified?**

A the air
B the feathers
C the park
D the beggar woman

6 **Which is an example of repetition?**

A I paused to watch the colorful leaves flow with graceful form.
B The color warmed my mood and accompanied me home.
C I could taste change in the air.
D Hanging onto the sky, it made me dream.

7 **What is a prepositional phrase from the poem?**

A to the park
B to watch
C flying confidently
D me home

8 **Which word from the text has a Latin suffix?**

A tonight
B impossible
C grapefruit
A morning

Unit 5
Milestones to Achievement

- **Reteach and reassess personification** Have students who are having trouble with personification review the concept. ***Say:*** *Remember, personification means that a writer gives human qualities to something that is not human. Personification is just one type of figurative language. You cannot read personification literally. For example, an author may write:* The angry ocean laughed as I tried to swim to shore. ***Say:*** *We know that the ocean cannot laugh, but some people laugh when they are being mean. In this sentence, the word angry tells us that the ocean is being mean. The author tells us that the ocean is enjoying the swimmer's struggle.*
- **Reteach and reassess prepositional phrases** Review the concept of prepositional phrases for students who are having trouble with identifying them. ***Say:*** *A preposition is a word that shows a relationship between a noun or pronoun and another word in the sentence. A prepositional phrase can be used as an adjective or an adverb.* Write on the board: *I'll eat my dinner before I eat dessert.* ***Ask:*** *What is the prepositional phrase in this sentence?* (before I eat dessert) ***Ask:*** *What is the preposition in this prepositional phrase?* (before) ***Ask:*** *Is this prepositional phrase used as an adjective or an adverb?* (adverb) *How do you know?* (It tells "when.")
- **Reteach and reassess suffixes** Help students who are having trouble with suffixes review the concept. ***Say:*** *Remember, a suffix is a part that is added to the end of a word. Knowing the meaning of a suffix can help you understand a new word.* ***Ask:*** *If the suffix* -ful *means* full of *or* tending to, *what does the word* hopeful *mean?* (full of hope) ***Ask:*** *What does the word helpful mean?* (tending to help) Ask volunteers to suggest other words ending in the suffix *-ful.* (beautiful, wonderful, painful, useful, careful, skillful)

Answers
1. A; 2. B; 3. D; 4. C; 5. A; 6. C; 7. A; 8. B

UNIT 6 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Vocabulary Log, Word Web, Word Squares
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 6, Chapter 1
ExamView Assessment: Unit 6, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Paragraph, Rubric for Writing On Demand

Assessment Book
Unit 6, Chapter 1 Quiz

Milestones Tracker
Unit 6, Chapter 1

Audio Program
CD 3, Tracks 8–9

Student Book
Unit 6, Chapter 1, pp. 338–369
Milestones Handbook, pp. 409–449

Workbook
Unit 6, Chapter 1, pp. 229–248

Independent Practice CD-ROM
Unit 6, Chapter 1

Heinle Reading Library
The Mutiny on Board HMS Bounty, by William Bligh

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

CHAPTER 1

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 338–339) 40 MIN. Explore the Theme (p. 339) 40 MIN. Theme Activity (p. 339) 40 MIN. Chapter Focus Questions (p. 340) 10 MIN.		Echo Reading *Explore the Theme, questions (p. 339)
2	Student Book, Workbook	About the Reading (p. 340) 15 MIN. Build Background (p. 341) 40 MIN. Use Prior Knowledge (p. 341) 40 MIN. Vocabulary From the Reading (p. 342) 45 MIN.	Workbook (p. 229)	Reading Words in Chunks *Build Background (p. 341)
3	Student Book, Workbook	Academic Vocabulary (p. 343) 45 MIN. Reading Strategy (p. 343) 40 MIN. Text Genre (p. 344) 35 MIN. Meet the Author (p. 344) 20 MIN.	Workbook (p. 230)	Paired Reading *Meet the Author (p. 344)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 344) 15 MIN. Reading Selection (pp. 345–353) 125 MIN.	Workbook (p. 231)	Readers Theatre *"What the Moon Saw" (pp. 345–356)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 345–353) 140 MIN.	Workbook (p. 232)	CD Assisted Reading *"What the Moon Saw," paragraphs 46–50 (p. 353)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 354) 45 MIN. Academic Vocabulary (p. 354) 45 MIN. Reading Comprehension Questions (p. 355) 30 MIN. Literary Elements (p. 355) 20 MIN.	Workbook (p. 233)	Repeated Reading *Literary Element (p. 355)
7	Student Book, Workbook	About the Reading (p. 356) 20 MIN. Build Background (p. 356) 20 MIN. Vocabulary From the Reading (p. 356) 30 MIN. Reading Strategy (p. 357) 40 MIN. Text Genre (p. 357) 30 MIN.	Workbook (pp. 234–236)	Paired Reading *Text Genre (p. 357)
8	Student Book, Workbook, Audio Program	Meet the Author (p. 357) 15 MIN. Reading Focus Questions (p. 357) 15 MIN. Reading Selection (pp. 358–360) 90 MIN. Reading Comprehension Questions (p. 361) 20 MIN.	Workbook (p. 237)	CD Assisted Reading *"The Meaning of Courage," paragraphs 1–4 (p. 358)
9	Student Book, Workbook	Spelling (Workbook p. 238) 15 MIN. Writing Conventions (Workbook p. 239) 15 MIN. Connect Readings 1 and 2 (p. 361) 20 MIN. Listening and Speaking (p. 362) 60 MIN. Reading Fluency (p. 362) 30 MIN.	Workbook (pp. 238–239)	Repeated Reading *Listening and Speaking (p. 362)
10	Student Book, Workbook	Vocabulary Development (p. 363) 20 MIN. Grammar (pp. 364–365) 80 MIN. Grammar Expansion (Workbook pp. 242, 244) 40 MIN.	Workbook (pp. 240–243)	Reading Words in Chunks *Vocabulary Development, paragraphs 1–2 (p. 363)
11	Student Book, Workbook	Writing Assignment (pp. 366–367) 60 MIN. Writing Support (p. 367) 20 MIN. Progress Check (pp. 368–369) 60 MIN.	Workbook (pp. 245–248) Have students study for the Chapter 1 Quiz.	Use Pace and Expression to Read a Dialogue *Student Model (p. 366)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 6, Chapter 1 Quiz) 140 MIN.		Use Punctuation and Type Cues *"A Colorful Fall" (p. 369)

UNIT 6 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Vocabulary Log, Word Web, Word Squares, Three-Column Chart, Reading Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 6, Chapter 2
ExamView Assessment: Unit 6, Chapter 2 Quiz
ExamView Assessment: Unit 6 Test
ExamView Assessment: End-of-Book Exam
Rubrics: Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 6, Chapter 2 Quiz
Unit 6 Test
End-of-Book Exam

Milestones Tracker
Unit 6, Chapter 2

Audio Program
CD 3, Tracks 10–11

Student Book
Unit 6, Chapter 2, pp. 370–397
Unit 6, Apply & Extend, pp. 398–404
Unit 6, Milestones to Achievement, pp. 405–407
Milestones Handbook, pp. 409–449

Workbook
Unit 6, Chapter 2, pp. 249–268

Independent Practice CD-ROM
Unit 6, Chapter 2

Heinle Reading Library
The Mutiny on Board HMS Bounty, by William Bligh

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones B Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 370) 10 MIN. About the Reading (p. 370) 15 MIN. Build Background (p. 371) 35 MIN. Use Prior Knowledge (p. 371) 40 MIN. Vocabulary From the Reading (p. 372) 40 MIN.	Workbook (p. 249)	Repeated Reading *Build Background (p. 371)
14	Student Book, Workbook	Academic Vocabulary (p. 373) 50 MIN. Reading Strategy (p. 373) 50 MIN. Text Genre (p. 374) 40 MIN.	Workbook (p. 250)	Paired Reading *Reading Strategy (p. 373)
15	Student Book, Workbook, Audio Program	Meet the Author (p. 374) 20 MIN. Reading Focus Questions (p. 374) 15 MIN. Reading Selection (pp. 375–381) 105 MIN.	Workbook (p. 251)	Use Punctuation and Type Cues *"Coaching Brian," paragraphs 3–8 (p. 375)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 375–381) 140 MIN.	Workbook (p. 252)	CD Assisted Reading *"Coaching Brian," paragraphs 39–43 (p. 381)
17	Student Book, Workbook	Apply the Reading Strategy (p. 382) 45 MIN. Academic Vocabulary (p. 382) 45 MIN. Reading Comprehension Questions (p. 383) 30 MIN. Text Elements (p. 383) 20 MIN.	Workbook (p. 253)	Reading Words in Chunks *Text Elements (p. 383)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 384) 15 MIN. Build Background (p. 384) 15 MIN. Vocabulary From the Reading (p. 384) 30 MIN. Reading Strategy (p. 385) 30 MIN. Text Genre (p. 385) 30 MIN. Meet the Author (p. 385) 20 MIN.	Workbook (pp. 254–256)	Paired Reading *Build Background (p. 384)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 385) 15 MIN. Reading Selection (pp. 386–388) 105 MIN. Reading Comprehension Questions (p. 389) 20 MIN.	Workbook (p. 257)	CD Assisted Reading *"Call It Courage," paragraphs 1–3 (p. 386)
20	Student Book, Workbook	Spelling (Workbook p. 258) 15 MIN. Writing Conventions (Workbook p. 259) 15 MIN. Connect Readings 1 and 2 (p. 389) 20 MIN. Listening and Speaking (p. 390) 70 MIN. Reading Fluency (pp. 390–391) 20 MIN.	Workbook (pp. 258–259)	Repeated Reading *Listening and Speaking (p. 390)
21	Student Book, Workbook	Vocabulary Development (p. 391) 20 MIN. Grammar (pp. 392–393) 80 MIN. Grammar Expansion (Workbook pp. 263–264) 40 MIN.	Workbook (p. 260–264)	Paired Reading *Vocabulary Development (p. 391)
22	Student Book, Workbook	Writing Assignment (pp. 394–395) 60 MIN. Writing Support (p. 395) 20 MIN. Progress Check (pp. 396–397) 60 MIN.	Workbook (pp. 265–268) Have students study for the Chapter 2 Quiz.	Choral Reading *Student Model (p. 395)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 6, Chapter 2 Quiz) 140 MIN.		Echo Reading *"A Winning Moment" (p. 397)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 398–399) 120 MIN. Media Workshop (p. 399) 20 MIN.	Prepare Media Workshop (Student Book p. 399)	Reading Words in Chunks *Media Workshop (p. 399)
25	Student Book, Workbook	Media Workshop (p. 399) 120 MIN. Writing Workshop (pp. 400–402) 20 MIN.	Prepare Writing Workshop (Student Book pp. 400–402)	Echo Reading *Student Model, paragraphs 1–2 (p. 401)
26	Student Book, Workbook	Writing Workshop (pp. 400–402) 120 MIN. Projects (p. 403) 20 MIN.	Prepare Project (Student Book p. 403)	Choral Reading *Revising and Editing Checklist (p. 402)
27	Student Book, Workbook	Projects (p. 403) 140 MIN.		Repeated Reading *Project 1 (p. 403)
28	Student Book, Workbook	Milestones to Achievement (pp. 405–407) 110 MIN. Review 30 MIN.	Have students study for the Unit 6 Test.	Use Pace and Expression to Read a Dialogue *"Courage at Play" (p. 405)
29	Assessment Book	Unit 6 Assessment (Assessment Book, Unit 6 Test) 140 MIN.	Have students study for the End-of-Book Exam.	Paired Reading *"Animal Rescue," paragraphs 1–4 (p. 406)
30	Assessment Book	End-of-Book Exam (Assessment Book, End-of-Book Exam) 140 MIN.		See Oral Reading Fluency activity in the Assessment Book.

UNIT 6
Preview the Unit

Preteach and Prepare

Preteach

Preview Talk to students about courage. ***Ask:*** *What are some ways people show courage?* (by helping others when it is dangerous as with firefighters; by befriending someone new; by going someplace new)

Vocabulary

- **Build background** ***Ask:*** *What is the opposite of courage?* (cowardice) Make a two-column chart on the board. Write *courage* at the top of one column and *cowardice* at the top of the other. With students, write synonyms of each word in the proper column. Encourage students to use a thesaurus to find synonyms.
- **Ask questions to elicit information** ***Say:*** *Name people who have acted courageously.* (soldiers, police, world leaders, parents, peers) ***Ask:*** *What did these people do to show courage?* (took risks, were honest, saved lives)

Grammar

Usage Tell students that an adjective clause is a group of words that describe a noun that is somewhere else in the sentence. Write on the board: *The dog that chased the ball was tired.* Underline *chased the ball* and draw an arrow to *dog.* ***Say:*** *I underlined the adjective clause.*

View the Pictures

- **Preteach** ***Say:*** *The adjective form of the word* courage *is* courageous. Practice using *courage* and *courageous* in sentences that describe each photograph. Examples: *It takes courage to fight a fire. The firefighter must be a courageous person.*
- **Relate to personal experience** Look at the photographs with students. ***Ask:*** *How are these people showing courage?* (All of them are doing hard things bravely.) ***Ask:*** *How are the people in the photographs different?* Possible answers: two are doing their jobs; one is getting a shot.
- **Critical viewing** Study the photo of the astronaut. ***Ask:*** *Why does it take courage to be an astronaut?* (Sample answer: Because flying in a spacecraft and walking in space are dangerous.)



338

Differentiated Instruction • Explore the Theme

Scaffolding

Ask: *How might people show that they are courageous?* Brainstorm and write answers on the board. ***Ask:*** *Do you have different opinions about what it means to be courageous?* Discuss the reasons behind the students' differences of opinion. Point out how small actions can be just as courageous as big actions. ***Say:*** *An act of courage may be as simple as standing up for a friend, or it may be rescuing someone who is in trouble.*

Extension

Have students observe people for one day. ***Say:*** *For the next 24 hours, you will be Courage Detectives. Notice the actions of those around you, and report back to the class tomorrow about any examples of courageous actions you saw people do or say.* Discuss the students' findings in class the next day. (Students may have observed an adult doing a difficult job with patience and care; a child befriending someone or not giving into peer pressure; a firefighter or police officer going to an emergency; a person with physical challenges accomplishing a task.)

Courage

UNIT 6

Explore the Theme

1. How are the people in these pictures showing courage?
2. What are other things people do to show courage?

Theme Activity

Look for five pictures in newspapers and magazines that show people doing acts of courage. When choosing your pictures, ask yourself these questions:

- What is the meaning of courage?
- What does courage look like?

Make a collage with the pictures you and your classmates found. Discuss which pictures best show courage.



Grouping Strategies

Clarify and support ideas with evidence and examples Have students divide a piece of paper in four equal squares. Provide magazines for cutting out pictures, colored pencils, and/or a printer and access to the Internet. ***Say:*** *Create a symbol of courage in each square. It can be a picture of someone doing something, or it can be an image that the word* courage *makes you think of. After you finish, we will glue your squares on a poster to form a class "Courage Shield."* Post the shield in the classroom.

Listening and Speaking Strategies

Relate ideas, observations, or recollections of an event or experience Have students choose someone they know who they think is courageous. ***Say:*** *Write down three questions that you would like to ask the person.* Group students in pairs. ***Say:*** *Tell your partner about the person you have chosen. Then take turns pretending to be the person your partner has chosen and answer your partner's questions.* Ask volunteers to perform their dialogues in front of the class.

UNIT 6
Preview the Unit

Explore the Theme

- **Classroom management** Remember that courage can also mean trying something new. ***Say:*** *It can be scary to do something new. Have any of you moved to a new place?* Discuss with students what it felt like to move to a new country or city. Was is scary to not know the language? Was is scary to have to make new friends? (Answers will vary.)
- **Analyze** Discuss with students *cowardice,* or the opposite of courage. ***Ask:*** *What makes people lack courage?* (Sample answers: fear, anger, weakness, selfishness.) Write responses on the board. ***Ask:*** *What is the opposite meaning of each of these words?* (Sample answers: bravery, understanding, strength, generosity.)

Reading Fluency

Echo Reading Explore the Theme questions

Sample Answers

1. The astronaut shows courage by walking in space; the boy shows courage when facing an unpleasant shot in the arm; the firefighter shows courage by fighting the dangerous fire.
2. Other things people do to show courage include: befriend people who need friends, defend people who are being teased, speak up for something one thinks is right even when it's not a popular belief, give something up so someone else will have what they want or need.

Theme Activity

- **Preteach vocabulary** Preteach words that students might need to describe *courage* (actions, deeds, honesty, risk, generosity, valor, grit).
- **Relate to personal experience** Have student volunteers share their picture collages with the class. Have them describe their picture choice briefly. Ask leading questions: ***Ask:*** *Why is your picture an example of courage? Did something like the scene in the picture happen to you? Do you think the person thought he or she was being courageous at the time of the event?*

Sample Answers

Courage means doing the right thing even when it is difficult.

Courage can look like many things: reaching out to befriend someone, helping someone in danger, telling the truth

Objectives

Reading Strategies
Model the reading strategy of visualizing sensory images by "walking" students through a special place. ***Say:*** *As I enter the garden, I smell rose bushes. The intense red of the petals is beautiful. Ouch! A sharp thorn pricks my thumb.* Explain to students that they will look in the reading for sensory image words.

Listening and Speaking
Explain to students that *to sketch* means to draw an image, and that *to stretch* means to go beyond the limits of something. ***Say:*** *You will sketch images that stretch each others' understanding of courage.*

Grammar
Write on the board: *Derek's car, which is red, had a flat tire.* Underline "which is red." ***Say:*** *In this sentence,* which is red *is an adjective clause.* Which is red *describes Derek's car.* Car *is a noun, and an adjective tells more about a noun.* Brainstorm other adjective clauses by describing objects in the classroom.

Vocabulary
Ask: "Emotion" *is a strong feeling. What emotion do you feel when you win a game?* (happy) "Sensory" *means* "about the senses." *What are our senses?* (sight, hearing, touch, taste, smell) "Material" *is something made into something else. What materials are used to make a car?* (steel glass, plastic, leather, and so on)

Informal Pre-Assessment
Ask students the following questions:
How would you feel if you were the person who had to rescue someone? (scared; excited)
How would you feel if a parent or grandparent was in the role of rescuer? (good; relieved)

Formal Pre-Assessment
Select items from **Assessment Program** or **Teacher Resource CD-ROM with *ExamView*®**.

Chapter Focus Question

Preview Ask a volunteer to read the Chapter Focus Question aloud. Ask students to keep the question in mind as they read.

About the Reading

Say: *In this excerpt from "What the Moon Saw," 14-year-old Clara and her grandparents are in a bus accident. Clara sees courage in the actions of her grandparents.* ***Ask:*** *What kinds of courage do you think Clara's grandparents might show?* (saving people, helping injured people)

CHAPTER 1

Objectives

Reading Strategies
Visualize (sensory images); Think to connect

Listening and Speaking
Sketch to stretch

Grammar
Use adjective clauses; Identify misplaced adjective clauses

Writing
Write a script for a one-act play

Academic Vocabulary

emotion | material
sensory

Academic Content

Culture and language in Mexico's Mixtec region
Essay contests

Chapter Focus Question
What are different things people do to show they have courage?

Reading 1 Literature
Novel (excerpt)
What the Moon Saw
by Laura Resau

Reading 2 Content: English
Essay: Personal narrative
The Meaning of Courage
by Sei Korti

What the Moon Saw

About the Reading

What the Moon Saw is about Clara Luna, a teenag girl from Maryland who takes a two-day journey to the village of Yucuyoo to spend the summer with her Mexican grandparents.



340 Unit 6 • Chapter 1

Differentiated Instruction • Use Prior Knowledge

Scaffolding

Have students reflect on courage.
Say: *What memory do you have of a time someone showed courage? It could be from your own experience or from something you read or saw.* On a piece of paper, have each student list details of the experience. Have students highlight each visual detail. Using this list, have students create illustrations of this courageous experience. (Examples might include: a brave parent, a firefighter, a neighbor helping a child)

Extension

Divide the class into groups to share their illustrations. Model, as you ***Say:*** *Make a **Two-Column Chart** graphic organizer on a piece of paper. At the top of the left-hand column, write "same." At the top of the right-hand column, write "different." List what is the same and what is different about each of your memories of courage.* Then have the group choose one illustration and write a one-page script about it. Show students on the board how to write a script. (speaker's name, colon, the speaker's words) Have volunteers perform their scripts for the class.

Before Reading 1

Build Background

People and Language of Yucuyoo



Yucuyoo is a village high in the mountains of the Mexican state of Oaxaca. The people who live in Yucuyoo still speak Mixteco, the language of the people who lived in the area before the Spanish explorers arrived 500 years ago. The name of the language comes from the Aztec word *Mixtecapan*, or "place of the cloud-people."

Look at the photo from the state of Oaxaca in Mexico. Why do you think the area was called "place of the cloud-people"?

Use Prior Knowledge

Tell About Your Experience

On a bus ride to her grandparents' village, Clara hears a woman speak *Mixteco*. Clara tries to repeat her words, and the woman laughs.

Think about a time you tried to communicate with someone who spoke a different language.

1. How did you communicate with the person? Did the person understand you?
2. How did it feel not to understand the person?
3. If a person has difficulty with a language, how can you help the person feel comfortable?



Unit 6 • Chapter 1
Before Reading 1

Build Background

People and Language of Yucuyoo

- **Preview** ***Say:*** *We need to understand the setting for "What the Moon Saw." The setting for this story is the village of Yucuyoo in Mexico, near the city of Oaxaca.*
- **Pre-assess** Determine what students already know about the geography of Mexico. ***Ask:*** *Do you know where the Mexican city of Oaxaca is?*
- **Teach** Hang a map of North America in the classroom. Locate Oaxaca and place a star next to it on the map. Use the map key to estimate the distance between Oaxaca and your community. Then use the key to estimate the distance between Oaxaca and Maryland (Clara's home).

Reading Fluency

Reading Words in Chunks Build Background

Use Prior Knowledge

Tell About Your Experience

- **Preview** ***Ask:*** *What are some experiences where a different language might make people have trouble communicating?* (Possible answers: talking to new friends, neighbors, merchants) *This is called a language barrier. The word* barrier *means wall or stopping place.* ***Ask:*** *How could not speaking a language be like a wall?* (It stops people from communicating.)
- **Prepare** ***Ask:*** *How would you communicate with someone if you didn't speak the same language?* (Possible answers: facial expressions, hand motions, drawings, pantomime)

Sample Answers

1. I used hand gestures. I drew pictures. The person understood some of what I said.
2. It felt frustrating and sad.
3. You can smile, be friendly, be patient, or point to objects to help them.

Classroom Management

Grouping strategies When grouping students, have each student perform a specific job. Students can choose who will fulfill each role, or you can assign the roles according to the students' strengths and abilities. Common group roles are: leader, scribe or notetaker, spokesperson, timekeeper, and peacekeeper or moderator. Create small, colorful cards with these words, and give a packet to each group.

Social Studies Connection

Explain symbols Explain to students that Clara will visit a village named Yucuyoo, or "wilderness of the moon." Connect this to the title of the novel and to Clara's last name, Luna, which means "moon" in Spanish. ***Ask:*** *Why might the author have chosen to include symbols of the moon?* (Possible answers: The moon has its own pattern and rhythms; the moon is mysterious; the moon is an important part of nature.) ***Ask:*** *What are some things the moon symbolizes to you?* (Possible answers: the mystery of night, the movement of the planets, making wishes)

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

cling *(clutch, attach, embrace, fasten)*
dangle *(suspend, hang, droop)*
drench *(douse, drown, dunk, submerge, immerse)*
splatter *(splash, drown, slosh, shower, sprinkle)*
strain *(bruise, ache, twist, wrench)*

Model using a **Word Web** to connect the words in the word families. Make a circle on the board with two lines connecting to two smaller circles. In the center circle, write *cling*. In the smaller circles, write *clinging* and *clung*. Ask students to make their own word webs for all the vocabulary words.

- **Model** Have students practice conjugating the Key Vocabulary words. ***Say:*** *Cling, clinging, clung.* Ask students to repeat the words. Repeat the exercise with each word (*dangle, dangling, dangled; drench, drenching, drenched; splatter, splattering, splattered; strain, straining, strained).*
- **Relate to personal experience** Point to the dog splattering the girl in the drawing on page 342. ***Ask:*** *Did you ever get drenched? Has something ever splattered you?* Have student volunteers tell about a time when they experienced one of the five Key Vocabulary words.
- **Preview** Remind students that the Key Vocabulary words come from the story. ***Ask:*** *Based on these words, what do you think will happen to Clara Luna in "What the Moon Saw"?*

Practice Vocabulary Answers
1. strain, 2. splatter, 3. drench, 4. cling, 5. dangle

Use Vocabulary Answers
In a small park, a boy wishes his dog would not strain against the leash. Another dog splatters water on a girl, drenching her. A girl clings to her mother. Two other boys talk about a kite that dangles from a tree.

Checkpoint Sample Answers
1. strain, 2. drench you

Before Reading 1

Key Vocabulary
cling
dangle
drench
splatter
strain

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Work with a partner. Look up the Key Vocabulary words in your classroom dictionary. Then talk about what you think the definitions mean. What was most helpful in understanding the definitions?

Practice Vocabulary Match a Key Vocabulary word to each numbered part of this picture.



Checkpoint

1. What might you do when trying to pick up something heavy?
2. If water **splatters** you for too long, what will it do to you?

Use Vocabulary Independently Describe the scene in the picture above. Use each of the Key Vocabulary words in your description.

Vocabulary Log | Workbook page 229 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Refer students to the illustration on page 342, and review the Key Vocabulary words. Have students work in pairs. ***Say:*** *Write a sentence using each vocabulary word. The sentence must help us understand what the word means.* (Sample answers: The little girl clings to her mother when it is time to go. The kite dangles from the tree.) Then have students write the sentence leaving a blank where the vocabulary word belongs. Have them exchange papers with another group to fill in the blank.

Extension

Ask students to keep the Key Vocabulary words in mind over the next day. ***Say:*** *From now until tomorrow, I want you to be on the lookout for these vocabulary words in action. Bring in an example of something you saw that was* clinging *or* dangling, *or* drenched, *or* splattering, *or* straining. *Look both indoors and outdoors for examples.* Have students share their examples with the class the next day. On the board make a list of the students' examples under each vocabulary word. Discuss how the examples were alike or different.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
sensory *adjective*	of or relating to the senses of sight, sound, smell, taste, touch	The smell of fresh flowers is a nice **sensory** experience for Rosario.	
emotion *noun*	strong feeling	The **emotion** Hideyo felt when he had to say goodbye to his friends was sadness.	

Draw a picture and write a sentence for each word.

Reading Strategy

Visualize (Sensory Images)

Visualizing while you read helps you imagine the characters, setting, and events in a story. When you visualize, you often use your knowledge of how things look, sound, smell, taste, and feel. With that knowledge, you form **sensory** images in your mind. The **sensory** images help you connect your **emotions** to a story.

As you read *What the Moon Saw,* visualize the text.

1. After you read each page, close your eyes. Form **sensory** images in your mind of people and things in the story.
2. Read the text on the page again. Find words that helped you to visualize the characters and setting.
3. After you read *What the Moon Saw,* you will go back through the reading. Then you will complete the chart.



Checkpoint

How can **sensory** images help you to connect with a story?

Vocabulary Log | Workbook page 230 | Independent Practice CD-ROM/Online

Writing Strategies

Include sensory details and concrete language On the board, write the five senses as column heads: *sight, sound, smell, touch, taste.* ***Ask:*** *What are some ways that we use each of these senses? For example, a kitten is soft, so we could put that under "touch."* Provide an example for each of the senses (sun, sight; music, hearing; pear, taste; roses, smell). Have students write and illustrate a poem about the senses.

Science Connection

Relate to personal experience Have students bring in a small object from home. Make sure they keep the object hidden in a brown paper bag. Working in small groups, have them reach inside each other's bags and try to guess the object. Any objects that "stump" the group can be shown to the entire class. ***Ask:*** *What information, if any, did you need that just touching it could not give you?* (Possible answers: I wanted to know what color it was. I wanted to know if it was safe to touch. I wanted to smell it.)

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

sensory *(auditory, tactile, optic, perceptible)*
emotion *(affection, sensation, agitation, inspiration)*

Have students use a **Word Web** to show synonyms or examples of each word.

- **Vocabulary development** Ask students to brainstorm some specific emotions, and write them on the board. (happiness, sadness, confusion, anger, jealousy, gratitude) Have students use each word in a sentence. For example, if the students list *sadness,* ***say:*** *I felt sadness when my friend moved away.*
- **Paired discussion** Have students work in pairs to compare the drawings and sentences they created for the Academic Vocabulary chart.

Sample Answers

Sensory images can be things we see, hear, taste, smell, or feel.
An emotion is an important, strong feeling.

Reading Strategy

Visualize (Sensory Images)

- **Preteach** Review the five senses with students. Ask student volunteers to name a sense and use it in a sentence that describes the sense. (Example: The kitten's fur felt soft when I touched it.)
- **Teach** Draw a Sense Chart on the board. Note your sensory experiences in the room at that moment. List something you see, hear, smell, taste, and touch. Ask students to add to your list. Explain that they will use a similar chart to record the sensory images they find when they read the selection. Hand out the Sense Chart graphic organizer.

Checkpoint Sample Answer

Sensory images bring the story to life because we experience the story through our senses as well as our minds.

Text Genre

Novel

- **Apply** Reproduce the Two-Column Chart on the board. Review with students a piece of fiction you have read together, such as *The Pearl*. ***Ask:*** *Who was the narrator?* (the author) *Who were the characters?* (Kino, Juana, Coyotito, the doctor) *Describe the setting.* (A small village by the ocean in Mexico.) *What was the plot?* (Coyotito was stung by a scorpion. Juana took him to the doctor. The doctor refused to treat him. Kino found a pearl in the ocean.) *What was the theme or message?* (Sometimes justice comes from nature.) *Were there chapters in the story?* (No.)
- **Review theme** ***Say:*** *Remember that you studied* theme *in several other works of fiction.* Have students identify the theme of *What the Moon Saw* after they read.

Meet the Author

Laura Resau

Explain author background Laura Resau has returned to Oaxaca several times since she first visited there as an English teacher. When she was getting her Master's Degree in Cultural Anthropology, she returned to study the region. ***Say:*** *Cultural anthropologists study why societies have certain rules and customs. For example, healers are important to the people of Oaxaca.*

Reading Fluency

Paired Reading Meet the Author

Reading Focus Questions

Teacher think-aloud Discuss with students what Resau's relationship with the people of Oaxaca means to her writing. ***Ask:*** *Why do you think it is important for the author to share her experiences in Oaxaca with readers in the United States?* (Possible answers: She seems to care deeply about the people of Oaxaca. She feels that readers in the United States could learn something from the way Oaxacans live.)

Sample Answers

1. Clara and her grandparents show courage during the story.
2. The author's purpose was to show how people can show courage in difficult situations.
3. Character traits such as honesty, bravery, and compassion make a person courageous.

Checkpoint Sample Answers

1. Novellas and short stories are shorter than novels.
2. into chapters

Before Reading 1

Text Genre

Novel

What the Moon Saw is an excerpt from a **novel.** A novel is fiction, but it is longer than a novella and covers more time than a short story. Novels are usually divided into chapters.

The narrator of a novel may tell the story from either the first-person or the third-person point of view. In this excerpt, the narrator is Clara; the chapter is written from Clara's point of view.

A novel has these features. Look for these features as you read *What the Moon Saw.*

narrator	person who tells the story
characters	people in the story
setting	time and place in which the events happen
plot	series of events in the story
theme	meaning or message of the story
chapters	parts of a novel that together tell the whole story



Meet the Author

Laura Resau was born in Baltimore, Maryland. When she was 11, her family moved to a Baltimore suburb that used to be farmland. As a teenager, she loved exploring the woods and streams nearby. After college, Laura decided to go to another country to teach English. She applied for jobs around the world and ended up in a town in Oaxaca, Mexico. During her two years there, the people welcomed her into their lives and shared their culture and stories with her.

Checkpoint

1. How is a **novel** different from a short story and a novella?
2. How are **novels** often divided?

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Courage"?
2. What do you think was the author's purpose for writing *What the Moon Saw*?
3. What makes a person courageous?

Workbook page 231
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Model a **Two-Column Chart** for student pairs. Put *Short Stories* at the top of the left-hand column and *Novels* at the top of the right-hand column. ***Say:*** *Make a* Two-Column Chart *like this on a piece of paper. Brainstorm the ways that short stories are different from novels. For example, under* Short Stories *write "No chapters" and under* Novels *write "Chapters." Draw a line across the page, and write the similarities. For example, write "has characters" in each column.* (Possible answers: Differences: length, difficulty of plot, number of characters. Similarities: both have themes, settings, characters, and plots.)

Extension

Place students in small groups. Give each group a novel from the class library. ***Say:*** *Use the Table of Contents and the information on the back cover. What can you tell us about this novel?* Write these questions on the board as you ask them. ***Ask:*** *Does the novel have a narrator? Who are the major characters? What is the setting? What is the plot? What is the theme? How many chapters are there?* (Answers will vary, but each group should answer all the questions.) Have a volunteer from each group explain their findings to the class. Discuss with the class how much information they were able to uncover using just the Table of Contents and the cover summary.

Reading 1
Literature

What the Moon Saw

by Laura Resau

Prologue



Clara Luna has been invited to spend the summer with her grandparents in Mexico. Her mother is American and her father is Mexican. She doesn't know much about Mexico or her father's family. She accepts the invitation and flies alone to Oaxaca, where her grandparents meet her. They take a bus to their village through the mountains of southern Mexico.

1 After darkness fell, drops of rain began to **splatter** the windows. The chicken lady's chickens settled down into her lap. I liked how peaceful they looked sleeping, all breathing together in a pile. **Abuelo** snored lightly. The rain pounded the windows harder by the second, and soon I could barely see through the sheets of water.

2 "What's out there?" I whispered to **Abuelita.**

3 "Jungles, mountains," she replied. Her voice was soft. "Banana trees, a tree called *huele de noche.* It smells lovely, you see, but only in darkness."

4 *Huele de noche.* Smells at night. Or, smells *like the* night. I remembered how the night smelled in the Maryland woods at three A.M. "And what else is there?"

5 "Oh, streams and rocks." She looked out into the darkness and **cocked** her head, as though she were listening very carefully to something. "A jaguar."

6 "A jaguar?" I didn't know whether to be scared or **impressed.** "Really?"

7 She nodded. "I feel it there," she said after a pause. "I feel it."

Reading Strategy

Visualize Picture the scene in your mind. What expression does Clara have on her face? How does it compare to the expressions of the other passengers?

Reading Check

1. **Recall details** Where are Clara, Abuelo, and Abuelita?
2. **Summarize** What senses does Abuelita use to tell Clara what is out there?

Abuelo Spanish word for *grandfather*
Abuelita Spanish word for *grandma*
cocked put to one side
impressed having admiration for something

Social Studies Connection

Connect to the web ***Say:*** *Laura Resau, the author of "What the Moon Saw," has a Web site.* Have students look on the Internet for her Web site. Give each student a sentence strip and have them write down one fact about the author to share with the class. The fact should be written in a complete sentence. List the facts on a classroom wall. ***Ask:*** *Which of these facts relate to our theme of courage? How has Resau shown courage in her own life?* (Answers will vary.)

Language Transfer and Interference

Identify figurative language ***Say:*** *Sometimes when we write or speak, we aren't saying exactly what we mean. We call that* figurative language. ***Ask:*** *In paragraph 7, does Abuelita really "feel" the jaguar with her hands? What does Abuelita mean? Why does the author mention this?* (Possible answers: Abuelita is not feeling a real jaguar. Clara is clearly puzzled by this. The author is saying that Abuelita may have more of a connection with the natural world than her granddaughter. The author is using the sense "feel" to show her readers that Abuelita is in tune with nature.) ***Say:*** Most cultures of the world compare human life to the natural world. ***Ask:*** Can you think of other examples of figurative language in another language? (Answers will vary.)

Unit 6 • Chapter 1
Reading 1: Literature

What the Moon Saw, from *What the Moon Saw* by Laura Resau. Copyright © 2006 by Laura Resau. Used by permission of Random House Children's Books, a division of Random House, Inc.
Student Edition pages: 345–353; **Description of change:** Excerpted text from novel; **Rationale:** Fit

Read the Selection

CD 3, Track 8 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** ***Say:*** *In the prologue, the root word of* accepts—accept—*is pronounced somewhat like the word* except. Write *accept* and *except* on the board. Ask student volunteers to look up the words in the dictionary and to explain the meaning of each.
- **Reading aloud** Read the page aloud while students follow along in their books. Pause after paragraphs 3 and 6. ***Say:*** *How do you think Clara looked while listening to Abuelita?* (interested, curious)
- **Vocabulary development** Read the last sentence of paragraph 1: *"...I could barely see through the sheets of water."* ***Ask:*** *Is the author talking about sheets on a bed?* (no) ***Ask:*** *What does the author mean by "sheets of water"?* (Possible answer: water coming down in a solid wall, like a bed sheet) ***Say:*** *This is an example of figurative language. The author uses the image of a bed sheet to describe a solid, thin wall of water.*
- **Grammar preview** Read: "She accepts the invitation and flies alone to Oaxaca, where her grandparents meet her." ***Say:*** Oaxaca *is a noun and* where her grandparents meet her *is giving us more information about Oaxaca. An adjective clause gives us more information about a noun.* Students will learn more about adjective clauses on page 364.

Reading Fluency

Readers Theatre "What the Moon Saw," paragraphs 1–10

Reading Strategy

Visualize Have students imagine the facial expressions of the chicken lady, Abuelo, and Abuelita. Have volunteers share their expressions by acting them out to the class.

Reading Strategy Sample Answers
Clara's expression is one of wonder. Abuelita's expression is peaceful and happy, since she is glad to be with her granddaughter. The chicken lady and Abuelo are both asleep, so their expressions should be relaxed.

Reading Check Answers
1. Clara, Abuelo, and Abuelita are on a bus in Oaxaca, Mexico.
2. Abuelita uses the senses of smell, hearing, and touch.

Read the Selection

- **Preteach vocabulary** Point out the verb *swam* in paragraph 11. ***Say:*** *This is an example of figurative language. Clara was not really swimming, but it felt like she was as she drifted in and out of sleep.*
- **Readers theatre** Ask for two student volunteers to read the parts of Abuelita and Clara. Repeat with more volunteers.
- **Interpret the image** ***Say:*** *In the picture, Clara is looking at the mountains through the bus window.* ***Ask:*** *What story clues tell us that Clara knows how different life is from life in her home?* (There are no streetlights; her dad told her bedtime stories.)
- **Vocabulary development** Remind students that they learned about similes in Unit 1. ***Say:*** *Similes are comparisons of two things using the words* like *or* as. Have students find an example of a simile on this page. ***Ask:*** *What purpose does this simile have in this part of the story?* (to show how the storms move across the sky) *What effect do they have on you as the reader?* (they make you feel like they sneak up on you)
- **Grammar preview** Point out the relative pronoun in paragraph 8. "Past that, darkness... ***Say:*** "That" is a pronoun representing the noun "drop-off" in the previous sentence.

Reading Strategy

Visualize ***Say:*** *The author says Clara was drifting off to sleep and she heard "words came in waves." Close your eyes for a moment and imagine you are drifting off to sleep.* Pause. Then reread paragraph 11 aloud. ***Ask:*** *What images pop in to your head when you picture Clara drifting off to sleep? What does she see? Hear? Feel? Taste?* (Possible answers: She may see the jaguar, the river, or the mountains in her mind's eye. She hears the bus, the rain. She feels Abuelita next to her. She smells Abuelita's shawl.)



8 I **strained** to look out the window through the rain. No streetlights. Only the winding road, and next to it, a steep drop-off. Past that, darkness.

9 "What's below the cliff?" I asked.

10 "A big river, wild and high. It is the time of the rains, you see. Every afternoon, the storms come out from the caves. Like feathered snakes, they move across the sky. They move over the trees, over the fields, and bring us water."

11 Her voice sounded **cozy.** The way her words came in waves reminded me of how Dad used to tell me bedtime stories. As I began drifting off, she wrapped her shawl around me. It smelled like wool sweaters and fireplaces. In and out of sleep I swam, while the bus jerked this way and that, and the brakes slammed at the sharp curves. I dreamed that I dove deep underneath the ocean's surface, into the currents that move in the dark.

Reading Strategy

Visualize What images form in your mind as Clara is drifting off to sleep? Use your senses of hearing, smell, and touch.

12 Sometime later my eyes flew open. It took me a few seconds to remember where I was. My eyes rested on my grandmother next to me. She was sitting straight up, her eyes wide open, staring at the driver. Her hand was squeezing mine tightly.

13 "What's wrong?" I whispered.

14 "Hold my hand, ***mi amor.*** You have nothing to fear."

cozy warm, comfortable
mi amor Spanish phrase meaning *my love*

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *Many thoughts are crowding Clara's mind. When people have a lot on their minds, it helps them to sort out their thoughts on paper. You are going to sort out Clara's thoughts on paper.* Working in pairs, have students list the thoughts that go through Clara's mind in the order she experiences them. (Sample list: 1. amazed about the river 2. remembers her father 3. awakens and doesn't know where she is 4. realizes something is wrong.)

Extension

Give students a piece of paper with a drawing of an outline of a human head. ***Say:*** *Sometimes we speak figuratively by saying "There is a lot going on inside my head." That means we are thinking about many things. Pretend this picture is Clara's head. Draw symbols or pictures of what Clara is thinking during her ride on the bus. Don't worry about how well you draw. Just make pictures that show the thoughts in Clara's head.* (Possible drawings: Clara's dad reading to her, Abuelita's shawl, a river, the bus falling off a cliff.)

15 What was she talking about? I looked past her, through the window, and saw rain streaming down the plastic pane. I couldn't see much through the watery darkness, only the edge of the road that dropped off at a cliff. Everyone else on the bus seemed to be asleep, wrapped up in shawls and blankets with their chins nodded off to the side. No one but Abuelita seemed worried. The bus twisted around the curves, jerking us from side to side while Abuelita kept her firm grip on my hand.

16 Suddenly, the bus skidded sideways with a screech. The bus **lurched** and my body slammed into the seat in front of us. Now the bus was tilting on its side, and I **braced** myself for it to fall all the way over. But it seemed to settle there in the mud. The floor of the bus was slanted down like a ramp toward the windows on our side, which were facing downward. The chickens were crying out and flying up in a confusion of feathers. People were starting to wake up, murmuring and **dazed.**

17 I rubbed my shoulder and peered out the window. Instead of seeing the ground, I saw something reflecting light. It was the river way down below, at the bottom of the cliff. It was **churning** and spitting up foam. It took me a moment to understand what was happening, and that was when my confusion turned into real, cold fear.

18 *Our bus is* ***clinging*** *to the edge of the cliff.*



lurched jerked suddenly
braced stiffened muscles to withstand impact
dazed unable to think clearly
churning mixing and moving violently

Reading Strategy

Visualize How do you picture Clara's view out the window of the bus? Describe what Clara hears and feels.

Reading Check

1. **Recall details** What words describe the road the bus is traveling on?
2. **Contrast** How does Clara feel in paragraph 11? How does she feel in paragraph 17?

Reteach and Reassess

Identify character traits Point out that while the rest of the passengers on the bus slept, Abuelita remained awake. ***Ask:*** *What does this tell us about Abuelita?* (Abuelita is protective of her granddaughter. She is also intuitive; she senses that they might be in danger.) ***Ask:*** *How do Abuelita's actions give us clues that she is courageous?* (She remains calm and observant. She does not alarm Clara.) ***Ask:*** *How would you feel if you were on the bus and Abuelita was your grandmother?* (Possible answers: I would feel scared of the storm, but safe because Abuelita was so caring and confident.)

Social Studies Connection

Relate to personal experience ***Ask:*** *Have you ever been on a winding road on the edge of a cliff without a guard rail or safety features? Why would a road have to wind like this?* (Students may suggest a mountainous region has curving roads for motor vehicles.) If there are students who remember traveling in other countries, ask them to share descriptions of roads in their native lands.

Unit 6 • Chapter 1
Reading 1: Literature

Read the Selection

- **Preteach vocabulary** Tell students that the glossed words on the page indicate fear or tension.
- **Prereading** ***Say:*** *When a plot shifts in a novel, we call it a* plot development, *or a* complication. *Watch and listen for the complication as we read what happens to the bus.*
- **Radio reading** Call on volunteers to read aloud. As they read, have all other students close their books and listen carefully, as if they were listening to a radio broadcast.
- **Interpret the image** ***Say:*** *As you study this illustration, what do you feel for Clara and her grandparents?* (fear, worry over their safety, curious about what will happen.)
- **Vocabulary development** Experiment with the word *clinging* in paragraph 18. ***Ask:*** *What senses does the word* clinging *appeal to?* (visual) *Why is it the best word in this paragraph?* (*Clinging* makes the bus almost sound human, as if it were hanging. This makes the scene dramatic.)
- **Grammar preview** Point out the adjective clause in paragraph 16: *The floor of the bus was slanted down like a ramp toward the windows on our side, which were facing downward.* Point out the relative pronoun in paragraph 17: *It took me a moment to understand what was happening, and that was when my confusion turned to real, cold fear.* Tell students that they will learn more about adjective clauses and relative pronouns on page 364.

Reading Strategy

Visualize Draw an illustration on the board that shows the angle at which the bus was teetering. Have students stand up and look down at the floor from a similar angle. ***Say:*** *Imagine you are not looking at the floor, but out a bus window at only air and a raging river far below. What would you hear? How would you feel?* (the river, the wind; scared, anxious)

Reading Strategy Sample Answers
Clara would hear the river, and the occasional creak of the bus. She would feel afraid.

Reading Check Answers
1. winding, sharp curves, edge that dropped off
2. sleepy, cozy, and safe in paragraph 11; alert and alarmed in paragraph 17

Read the Selection

- **Prereading** ***Say:*** *On this page, Abuelo awakens and joins the action on the bus. Read and listen carefully to learn how he responds to the emergency.*
- **Preteach vocabulary** Ask students to watch for figurative language in paragraph 19.
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** Remind students of how they imitated the angle of the bus on the cliff. ***Ask:*** *Can you feel what it would be like to be on this bus?* Point out the expression on the driver's face. ***Ask:*** *Is the driver being realistic?* (It's hard to tell. He doesn't seem concerned, but maybe he is thinking hard about what to do.) ***Ask:*** *What is Abuelo doing?* (His face looks as if he is worried. He is urging the bus driver to do something.)
- **Vocabulary development** Point out the use of figurative language in paragraph 19: "All kinds of thoughts flooded my head." ***Ask:*** *Was Clara's head literally flooded, as in flooded with water?* (no) ***Say:*** *Here, the author uses the verb* flooded *to show how thoughts are moving quickly through Clara's mind. We might even say they are pouring, which is another use of figurative language. It is interesting that the author chooses to use* flooded. *This is an example of how the author uses images of water in the story.*

Reading Strategy

Visualize Tell students that emergency situations often make human senses become more alert. Have students imagine the precise moment on the bus when Abuelo begins to walk toward the driver. ***Ask:*** *What Clara was sensing at that moment?*

Reading Strategy answers
She hears the rain. She can see the headlights of the bus. She can see the rain dripping off Abuelo's hat. She can hear people sigh with fear.

19 My grandparents and I were sitting on the right-hand side—the low side—the side that would crash down into the river first. All kinds of thoughts flooded my head. *Will I ever see Mom and Dad and Hector again? Why did I even come here? I can't die now. I still haven't ever kissed a boy or painted a masterpiece.*

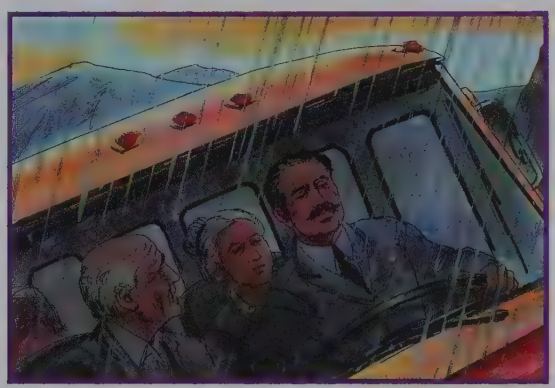
20 Abuelo was awake now. This was the first time I'd seen him without any trace of a smile on his face. He pulled down the window and stuck his head out into the rain, holding his hat. He **craned** his head to look ahead to the patch of light from the headlights; then he tilted his head up and down and moved it back inside. Water dripped off the rim of his hat, and underneath, his eyebrows **furrowed** together. "We must leave the bus," he said. "Before it slips down more."

Reading Strategy
Visualize Picture the scene on the bus now. What do you see? What do you hear? What does it feel like to be on the bus?

21 Most people on the bus didn't seem to know what was happening. They yawned and stretched and sighed as though we were just stuck in traffic. Abuelo **stumbled** to the front of the bus.

22 "We must move people off the bus," he told the driver.

23 The driver just sat there in a daze, pressing the gas pedal, switching gears. He tugged at his mustache and muttered, "Don't worry, don't worry."



craned lifted [his] head and stretched [his] neck like a crane
furrowed made a deep line in the skin of [his] forehead
stumbled tripped or walked with difficulty

Differentiated Instruction • Reading Comprehension

Scaffolding
Have students work in small groups for a clustering activity. Have one student write the word "emergency" in a bubble on a blank page. ***Ask:*** *How did the different characters in "What the Moon Saw" react to this emergency? How have people reacted in other emergencies you have witnessed, even on television?* (Possible answers: They solved the problem (Abuelo); stayed calm (Abuelita), denied the situation (bus driver).) Have students draw other bubbles for the passengers, Abuelo, Clara, and Abuelita, telling how each behaved in the emergency.

Extension
In the same small groups, have students draw a horizontal line across the center of a page. Model writing "courageous" on one end and "cowardly" on the other. ***Say:*** *Write the names of the people from the clustering diagram along the Courage Line. Was Abuelo courageous? Put his name closer to the word* courageous. *Was someone a coward? His or her name would go toward the other end of the line. Someone who shows neither trait would be in the center of the line. Add as many characters from the story as you can.*



24 Abuelo moved past him and tried to open the door. He pressed his body against it, but it wouldn't budge. It must have been stuck in the mud of the embankment. Anyway, it would have only opened to the cliff's muddy edge.

25 Soon other people began to realize we were trapped. Their voices grew louder, as though someone were turning up the volume with a remote control. Still, the driver insisted, "No problem." He pressed the gas, and the engine revved while the wheels just spun in place.

26 Without warning, the bus skidded a little farther down and threw us all sideways. That set the children screaming, babies crying, an old man praying, a piglet squealing.

27 Abuelo and Abuelita said a few things to each other in a language I didn't understand, then quickly gathered our bags and moved over to an empty seat on the other side of the bus, where the windows pointed high up.

28 Abuelita unlatched the window and slid it to the side. "Now," she said to Abuelo.

29 He climbed out the window until he was **grasping** the edge with his hands. Abuelita took his hands in hers and leaned out the window, lowering him down slowly. Abuelita's strength was unbelievable! When she let go, Abuelo landed on his feet in the mud below with a **splat**.

grasping holding on firmly
splat noise of something soft hitting something hard

Reading Strategy

Visualize Imagine the scene described here. What noises do you hear? What words are people saying? What is the tone of their voices?

Reading Check

1. **Recall details** What does Clara think about as the bus **clings** to the cliff?
2. **Sequence** How does Abuelita help Abuelo get out of the bus?

Read the Selection

- **Preteach vocabulary** Tell students that *embankment* in paragraph 24 means the high bank along the edge of the road.
- **Prereading** As students read this page, have them watch for Abuelo to take on a role of leadership then hand over that role to Abuelita.
- **Cooperative reading** Have students work in groups to read page 349. Divide the page into equal parts and have students take turns reading aloud.
- **Interpret the image** ***Ask:*** *If you had to jump from the bus, what would be the scariest moment for you?* (letting go, crawling out the window, landing in the mud.)
- **Vocabulary development** Some students may not be familiar with the verb *revved* in paragraph 25. ***Say:*** *"He revved up his engine and the whole block heard its roar." What do you think* revved *means?* (to make your engine race.) ***Say:*** *This word is an example of a literary convention called* onomatopoeia. *This means a word actually sounds like its meaning.*
- **Spelling preview** Point out the word *climbed* in paragraph 29. ***Say:*** *The word* climbed *is spelled with the letter* b, *but you do not pronounce it. You will learn more about spelling words with silent letters on Workbook page 238.*

Reading Strategy

Visualize Tell students that people on the bus are now beginning to realize that their lives are in danger. Some begin to panic; others begin to problem solve. ***Ask:*** *How does our thinking affect our senses?* (Things seem to move faster when we are panicked, so we notice less about what we are sensing.)

Reading Strategy Answers
We hear the engine revving, rain falling, people beginning to show their alarm, Abuelo and Abuelita speaking their native language. The voices are either panicked or calm, depending on how the person speaking is reacting to the emergency.

Reading Check Answers
1. Clara thinks about the things she has yet do in her life.
2. Abuelita lowers Abuelo toward the ground, so his fall will be shorter.

Math Connection

Define and clarify On the board, draw a sketch of the bus on the cliff. Help students estimate the distance between the windows facing the mountain's face and the road. (probably about 15 feet.) Have students measure 15 feet on the floor with rulers. ***Say:*** *What did it feel like for Abuelo to let himself fall out of the bus window?* (He might have felt fear. He felt himself free-fall through the air. His legs probably hurt when he landed. The soft mud would have helped.)

Social Studies Connection

Discuss examples When Abuelo awakens, we learn about his character by the way he stays calm and begins to problem-solve. ***Ask:*** *How many words do Abuelo and Abuelita say to one another before putting their plan into action?* (A few words in their language and then one word: "Now.") ***Ask:*** *What does it tell us about Abuelo and Abuelita's relationship that they work together so well? That Abuelo trusts his wife to lower him out the window?* (They are close and trust each other completely. Abuelo can let Abuelita be the leader.)

Read the Selection

- **Preteach vocabulary** Point out to students the two Key Vocabulary words on this page. Note that the Key Vocabulary word *drench* has changed into the word *drenching*.
- **Prereading** ***Say:*** *On this page, Clara has to act with great courage. Watch for how she does this.*
- **Paired reading** Place students in pairs, and have them take turns reading paragraphs on the page. When they get to paragraph 37, they can take turns after each sentence.
- **Interpret the image** ***Ask:*** *What would it feel like to be Clara, dangling from the bus window?* (We would feel cold, wet, and frightened. We might also feel relieved that we were getting out of the bus.)
- **Vocabulary development** Write *dangle* and *drench* on the board, and beneath them write *dangle, dangles, dangled, dangling; drench, drenches, drenched, drenching.* Remind students that verbs use different forms in different sentences. Model sentence starters to help students use the words in sentences. Example: *Today, I got ___ in the rain.* (drenched) *Yesterday, I ___ a rope out the window.* (dangled)

Reading Strategy

Visualize ***Ask:*** *Which one of Clara's senses might be the strongest as she is dangling from the bus window?* (Answers will vary. Make sure students mention a sense in their answers.)

Reading Strategy Answers
Possible answers: Touch, because of the rain, and because her hands are digging into the window ledge. Sight, because of the distance down. Fear, because it is scary to jump from the window.

30 Next was me. I climbed to the window frame and **squatted,** holding my breath. The sharp metal edge of the window frame dug into my bare feet. I remembered over a month ago, balancing in my bare feet on the metal edge of our sliding glass door in Walnut Hill.

31 I turned around until I was facing inside the bus, looking at Abuelita.

32 "Let your legs out, *mi amor,*" she told me. Her face looked strong and shiny with rain or maybe sweat.

33 I froze. I wanted to close my eyes and click my heels three times and be home.

34 "Clara!" Abuelo called up. "I will catch you!"

35 I didn't move. How far was the fall? I couldn't tell. What if I broke my leg jumping out? Or worse?

36 Abuelita looked at me calmly. "You can do this, Clara."

Reading Strategy
Visualize What **sensory** experiences does Clara feel as she's hanging from the bus? What **emotions** does she feel?

37 I let my breath out slowly and lowered my body outside so that I was pressed against the cold metal side of the bus and hanging by my hands. The edge dug into my fingers and I felt myself slipping. But Abuelita had a firm grasp on my wrists. She bent over, out the window, and lowered me slowly. My feet **dangled** in the space between the bottom of the tilted bus and the ground. The rain was **drenching** me and pounding the metal bus so loudly it filled my head. Exhaust fumes from the bus mixed with the smell of wet trees and something sweet—maybe *huele de noche.*



squatted sat, with bent knees, on [her] heels

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students work in pairs to make a simple **Two-Column Chart**. ***Say:*** *In paragraph 39, we see inside Clara's mind. On the left-hand side of chart, write what Clara saw. On the right-hand side, write why you think that image popped into her mind.* (the jaguar, because Abuelita had mentioned it; a white bird, which is mysterious because no one has mentioned a white bird; plastic toys, which must be something she left at home.) ***Ask:*** *What could the white bird be?* (something she saw from the bus, something from home, a symbol of peace)

Extension

In the same pairs, have students choose one of Clara's visions to illustrate. Then have them brainstorm sensory images that *match the vision.* (For example. What did the jaguar look like? Sound like? Feel like?) Then, have them brainstorm reasons why Clara would have thought of that vision at that moment. (jaguar—Abuelita mentioned the jaguar; (toys—Clara was thinking about home before the accident.) Ask students to write a caption about why Clara saw this object or what it might have meant. Volunteers can explain their illustrations to the class.

38 "Now!" yelled Abuelo, and I felt Abuelita let go of my wrists.



39 I closed my eyes and slid down the **slick** metal. As I fell, time slowed down and I saw things, heard things. The jaguar, **sleek** and spotted. The white bird high in the branches. Both of them watching us from the forest. I saw the little plastic doll and the plastic houses and plastic trees **sucked** under the rushing water. I heard the rain drumming out a deep, low song. It was the rhythm that had pulled me past the edge of Walnut Hill. It was the deep song that seemed to come from underground, or maybe from somewhere inside myself.

40 And boom, I landed in Abuelo's arms. He **staggered**, then stood still, holding me. I felt his heartbeat, strong at my shoulder.

Reading Strategy

Visualize Imagine feeling Abuelito's heartbeat. What **emotion** do you feel?

41 When he put me down and the cold mud **oozed** between my toes, I remembered I was barefoot. My sandals were lying, forgotten, under the seat on the bus.

42 Abuelita tossed down our bags and Abuelo caught them. I expected her to follow, but no, she lowered the chicken lady, and after that, the three chickens in an uproar, **dangling** from the string. My grandparents seemed to be the only ones with clear heads. Soon the bus driver and the other passengers followed their lead. Within moments, at every window people were lowering babies and children, old women and men, and animals, until finally everyone was out, including Abuelita.

Reading Check

1. **Recall details** What does Clara leave behind on the bus?
2. **Infer** Why does Abuelita stay on the bus?

slick slippery
sleek shiny
sucked pulled
staggered walked with unsteady movements
oozed passed through slowly

Reteach and Reassess

Identify mental images Paragraph 39 goes on inside Clara's mind. The writer does this to help us understand the character's feelings. In this case, Clara sees images of Maryland and Oaxaca in her mind. This shows that her mind is figuratively "in two places at once." ***Ask:*** *What images are in Clara's mind? Why do you think she is thinking of these different images? Do you think her fear might be part of the reason for these images?* (Students may suggest clues in the story. They may point out that Clara is frightened and probably not thinking clearly.)

Social Studies Connection

Discuss examples In paragraph 42, everyone and everything on the bus in unloaded onto the mud. ***Say:*** *Notice the order in which things are removed from the bus. Abuelo goes out first because someone has to catch Clara. After Clara, Abuelita chooses the safety of others over herself. The chickens are lowered right after the chicken lady.* ***Ask:*** *What does this tell us about the importance of chickens in this village?* (Chickens are very important because they provide eggs, food, and income for people.)

Read the Selection

- **Prereading** Point out to students that in the second paragraph of the page, the author takes us inside Clara's mind during her fall from the bus. Ask them to pay attention to the images that come into Clara's mind.
- **Preteach vocabulary** Have students scan the glossed words at the bottom of the page. ***Ask:*** *Based on these words, what do you think happens on this page?* (happens that involves water and mud. Someone may be trying to walk in the mud.)
- **Silent reading with support** Have students read the page silently. They may turn to a partner or group member for help in understanding vocabulary or confusing text. Students may also be directed to stop at designated points to summarize and clarify key events.
- **Interpret the image** ***Say:*** *What sights, sounds, and smells would the people outside of the bus be experiencing at this moment?* (Sights: chickens flapping their wings, Abuelita's expression as she lowers the chickens. Sounds: The chickens squawking, the rain pounding on the bus, and the bus creaking in the mud. Smells: wet trees, the rain, mud, and the chickens.)
- **Vocabulary development** Point out the Key Vocabulary word *dangling* in paragraph 42. ***Ask:*** *What image does the word* dangling *bring to this sentence?* (*Dangling* tells me that the chickens are hanging loosely, as if they have no control of their bodies.)
- **Grammar preview** Point out the following adjective clauses in paragraph 39: *It was the rhythm* that had pulled me past the edge of Walnut Hill. *It was the deep song* that seemed to come from underground, or maybe somewhere inside myself. ***Say:*** *Adjective clauses give us extra information.*

Reading Strategy

Visualize ***Ask:*** *How would Abuelo's heart be beating?* (It would be beating fast because he would feel the emotion of fear in this dangerous situation. It might also be beating fast because of the physical and mental courage it took to catch Clara.)

Reading Strategy Sample Answers
I would feel the emotion of relief that Clara was out of the bus. I would worry that Abuelita was still on the bus.

Reading Check Answers
1. her sandals
2. to help the others

Read the Selection

- **Prereading** ***Say:*** *On this page, the passengers on the bus are finally safe. What emotions do you think they are feeling?* Possible answers: relief, concern that the next bus will not come.
- **Preteach vocabulary** Tell students that the color *lilac* (paragraph 45) is a light shade of purple, a mixture of purple and pink.
- **Echo reading** Read each sentence aloud to the class. Then have the class read the sentence back to you in unison.
- **Interpret the Image** ***Ask:*** *What do you think is going through Abuelo and Abuelita's minds as they wait for the bus?* (They probably feel relieved that everyone is safe but also upset by the danger their granddaughter had been in.)
- **Vocabulary development** Show students the word *goose-bumped* in paragraph 43. Explain that this adjective is an idiom. ***Say:*** *In English, we sometimes create new words or new meanings. In this case, the bumps that the word refers to are the tiny bumps that appear on the skin of raw poultry: geese, ducks, and chickens. These bumps look very much like the bumps humans get on their skin when they are cold, excited, or upset.*

Reading Strategy

Visualize Review with students how the bus driver acted throughout the story. ***Ask:*** *If you were a passenger on the bus, how would you feel about the bus driver?* (Possible answers: I would think that he did not understand how serious the situation on the bus was.)

Reading Strategy Answer
The passengers may not have much respect for what he says. They might look angry, or perhaps be amused that he is trying to help now.

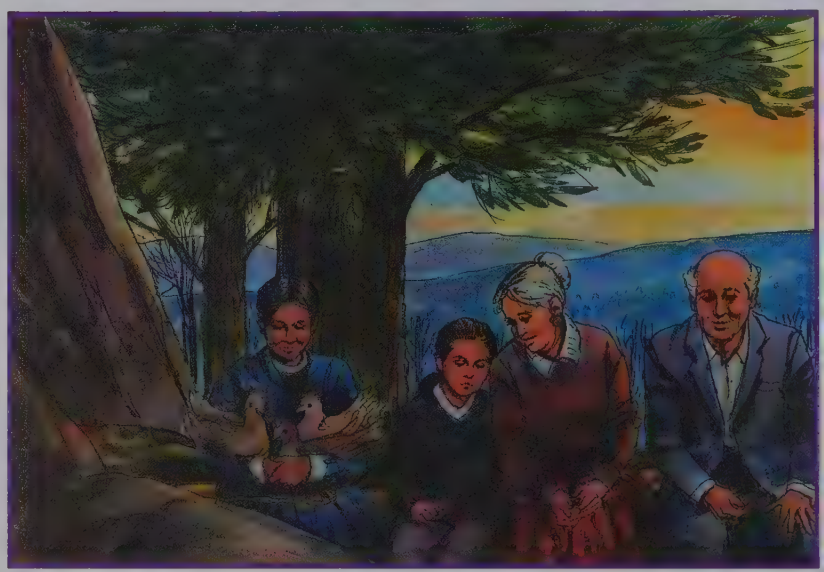
Reading Strategy

Visualize Picture the bus driver in your mind as he speaks. How do the passengers feel about what he is saying? What expressions do you see on their faces?

43 We stood together in the rain, goose-bumped, **shivering**, watching the bus barely holding on to the edge.

44 "No problem," the bus driver said, **shielding** his eyes from the rain and smoothing his dripping mustache. "In one hour the sun will rise and another bus will come. Don't worry." All of us passengers huddled together under damp blankets underneath the trees. The chicken lady sat on one side of me, and Abuelita on the other, with Abuelo on the other side of her. It felt kind of cozy, and I didn't mind the smell of wet wool and chickens.

45 I **dozed** until the rain let up and the sky turned lilac. People were starting to stand up and stretch, ready for the next bus. I dug my shiny black shoes out of my suitcase. I slipped them on and tied the ribbons carefully around my ankles. I hoped they wouldn't get too muddy.



shivering shaking from cold and fear
shielding protecting
dozed slept lightly for a short time

Differentiated Instruction • Reading Comprehension

Scaffolding

Group students in pairs. ***Say:*** *Imagine that you are Clara sitting under the trees with the chicken lady and your grandparents. What questions would you ask Abuelita, Abuelo, and the chicken lady about the experience with the bus?* Have students brainstorm and write down questions on a sheet of paper. (Possible questions: to Abuelita: How were you strong enough to lower people from the bus? to Abuelo: Were you afraid we would not get off the bus? to the chicken lady: How are your chickens?)

Extension

Remind students that this is not the end of the novel. ***Say:*** *Let's brainstorm about what happens next to Clara.* Write responses on the board. (Possible responses: Once they arrive at the village, Clara befriends the chicken lady. Clara learns Mixteco from her grandparents. Clara makes friends in the village.) ***Say:*** *Clara mentions her brother Hector on page 348. With a partner, write a one-page script of Clara telling Hector about her journey.* Show students how to write a script with the speakers' names on the left, followed by a colon and then the line each person says. Remind students to change the line each time the speaker changes.

46 The chicken lady looked at my shoes and smiled. She seemed to like them. She pulled a bunch of little reddish purple bananas out of her **sack** and offered some to me and my grandparents. When I said *gracias*—thank you—Abuelita translated into another language so that the lady could understand—*nku ta'a vini*. It sounded nothing like Spanish—more like Chinese. The words were choppy, some high-toned, some low. Abuelo explained that Mixteco was the language people here spoke before the Spanish explorers arrived, hundreds of years ago.



47 I tried to repeat. "*Nku ta'a vini,*" I said slowly, a little embarrassed.

48 The chicken lady threw back her head and laughed. She patted my shoulder and offered me another banana.

49 I took it. These red bananas tasted better than regular bananas. Or maybe I was just very hungry. "*Nku ta'a vini,*" I repeated. My mouth was full of banana mush.

50 She **shrieked** with joy and piled banana after banana onto my lap, while I smiled and chewed and wondered what other things I would **encounter**—besides the Mixteco language and red bananas—that I'd never imagined existed.

Reading Strategy

Visualize Picture Clara trying to pronounce the Mixteco phrase. How does she say it the first time? How does she say it the second time?

Reading Check

1. **Recall details** What are the people waiting for under the trees?
2. **Infer** Why does Abuelita speak to the chicken lady in Mixteco?

sack bag made of cloth or paper
shrieked screamed in a loud high-pitched voice
encounter meet by chance

Cultural Connection

Discuss the role of humor Explain that an author may place a humorous scene after a scene of tension. An author does this to relieve the tension the reader feels. ***Ask:*** *How would the story feel different if the chicken lady, Abuelo, Abuelita, and Clara were worried or sad at the end?* (The laughter and the sharing of food lets the reader know that everything is all right.) Have students work in small groups to describe a frightening or sad experience that is followed by people laughing and eating.

Arts Connection

Design a mural Tell the class that they are going to design a mural that explains "What the Moon Saw" in pictures. Brainstorm key scenes: Clara riding on the bus with Abuelita, Abuelita growing concerned, the bus lurching, Abuelo awakening, unloading the bus, waiting under the trees. Place students in groups and assign each group a scene. ***Say:*** *Write down the important things that happen in your scene and the order in which they happened. Then draw the scene.* Give students 4 × 4 pieces of mural paper. Tape the pieces together to make the entire mural.

Unit 6 • Chapter 1
Reading 1: Literature

Read the Selection

- **Preteach vocabulary** Tell students that the suffix "ish" can be added to adjectives to slightly change their meaning. In paragraph 46, the adjective "reddish" means "not quite red, but close to red."
- **Prereading** ***Ask:*** *What do you think will happen on the last page of this story?* (The bus will come, the bus driver will apologize, Abuelo and Abuelita will lead the group back to the village.)
- **Reading aloud** Read the last page of the story aloud to students.
- **Interpret the image** Have students talk about the photo. ***Ask:*** *What is this a photo of?* (reddish bananas) *How does the photo relate to the text?* (It shows the kind of bananas that the chicken lady offered to Clara.)
- **Grammar preview** Point out the adjective clause: *…I smiled and chewed and wondered what other things I would encounter—besides the Mixteco language and red bananas—that I had never imagined existed.* Have students practice using relative pronouns by writing sentences about the characters. For example: *Clara,* who is visiting her grandparents… *Abuelita,* who is Clara's grandmother…

Reading Fluency

CD Assisted Reading "What the Moon Saw," paragraphs 46–50

Reading Strategy

Visualize ***Ask:*** *Imagine you are saying something in a language for the first time. Then imagine trying to speak with your mouth full of banana. How well do you think you could speak?* (It would be hard to speak at all, especially a foreign language.)

Reading Strategy Sample Answers
The first time Clara says the words with embarrassment. The second time she says the words with gratitude and joy, and with her mouth full of banana.

Reading Check Answers
1. the bus
2. Mixteco is the language of their village.

Apply the Reading Strategy

Visualize (Sensory Images)

- **Preteach** Write *see*, *hear*, *taste*, *smell*, and *feel* on the board. ***Say:*** *When we use sensory images in writing, we help the reader see what we see, hear what we hear, taste what we taste, feel what we feel, and smell what we smell.*
- **Apply** Pair or group students so that they can help one another complete the **Sense Chart**. ***Say:*** *With your group, focus on one page of the story at a time. Read each paragraph together. Then discuss what images appear that appeal to the senses.*

Sample Answers
smell: huele de noche (smells at night), Abuelita's shawl, rain; **taste:** bananas; **touch:** Abuelita's arm around Clara on the bus, the rim of the window digging into Clara's palms, Abuelo's arms as he catches Clara

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

material *(physical, tangible, considerable)*

Have students complete a **Word Square** for the Academic Vocabulary word. Ask volunteers to share their Word Squares with the class.

- **Preview** Explain that knowing this word will help students understand the Reading Comprehension Questions on page 355.
- **Understand academic vocabulary** Read the explanation and sample sentence with the students. Discuss visual clues in the photo. ***Ask:*** *What does the photo show?* (building materials) ***Ask:*** *What materials would you need to build a house?* (wood, glass, metal, plastic pipes, nails)
- **Understand multiple-meaning words** Explain that *material* can be used in other ways. ***Ask:*** *What are some building materials?* (wood, nails, paint) *What are some sewing materials?* (fabric, thread, needle). ***Say:*** *Material is anything we use to make something.*

Checkpoint Sample Answers
pencils, paper, books, pencil sharpener, ruler, calculator

Apply the Reading Strategy

Visualize (Sensory Images)

Now complete the Reading Strategy chart.

1. Review the Reading Strategy on page 343.
2. Copy the chart.
3. Go back through the reading. Find words that helped you to visualize the story.
4. Write the words in the correct column of the chart.

See	Hear	Smell	Taste	Touch
chickens sitting in chicken lady's lap	rain pounding on windows; chickens breathing; Abuelo snoring lightly			

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
material *noun*	any physical substance	Mr. Gruber bought the **materials** he needed to build the house.	

Draw a picture and write a sentence for the word.

Checkpoint
What **materials** do you use every day in school?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students work in pairs to make **Sense Charts** of the sensory images in the story. ***Ask:*** *What images did you find the strongest?* Have students find the image in the text and read it aloud. Their classmates should close their eyes and listen. (Sight: the chickens in the chicken lady's lap, the bus tilted at a dangerous angle; Sounds: the engine revving, the rain pouring down; Smells: Abuelita's shawl, gas from the bus, huele de noche; Tastes: the bananas; Touch: Abuelita near Clara on the bus, Abuelo catching Clara, the bananas mashed in Clara's mouth.)

Extension

Point out the sensory images the author uses to tell us about Clara's character. ***Ask:*** *What are the sensory images that Clara mentions?* (the sweet smell of huele de noche, Abuelita's shawl, her shiny black shoes, the delicious bananas) ***Ask:*** *What does this tell us about her?* (She appreciates or likes beauty and comfort; she is easy to be with.) ***Ask:*** *What else does Clara appreciate?* (She appreciates the courage of others.)

Reading Comprehension Questions

Think and Discuss


Workbook page 232


Independent Practice CD-ROM/Online

1. **Describe** Tell how Clara got out of the bus. Use at least three Key Vocabulary words in your description.
2. **Make connections** What is a smell that Clara relates to her home?
3. **Explain personal response** How did you feel when you read about the bus skidding to the edge of the cliff? What words and phrases does the author use to make you feel that way?
4. **Understand author's purpose** The author mentions all five senses in describing Clara's adventure on the bus to Yucuyoo. Why do you think she uses so many **sensory** experiences in telling this story?
5. **Relate to self** If you visited relatives in another country for a summer, what **materials** would you take with you? What **materials** would you leave behind?
6. **Revisit the Reading Focus Questions** Go back to page 344 and discuss the questions.

Literary Elements

Setting and Mood

The **setting** of a story is the time, place, and circumstances (situation the characters are in) in which the action takes place. One purpose of the setting is to add to the story's **mood.** The mood is how the reader is supposed to feel about the story. The events of a story cannot create the right mood unless the setting is just right.

Answer these questions about the setting and mood of *What the Moon Saw.*

1. Where does the story take place? When does it take place?
2. What is the overall feeling you got from reading the story?
3. How does the setting of *What the Moon Saw* affect its mood?
4. If the action took place at noon on a sunny day near your school, how would the mood of the story change?

Checkpoint
How does a story's **setting** relate to **mood**?


Workbook page 233


Independent Practice CD-ROM/Online

Reteach and Reassess

Text Genre Review the features of a novel. (chapters, character, setting, plot, theme) ***Ask:*** *Where in the novel do you think this selection appears?* (at the beginning, because she has just arrived for her visit to her grandparents) ***Ask:*** *What other characters might appear later in the novel?* (people from the village, a friend for Clara, Clara's parents)

Discuss the setting of "What the Moon Saw." ***Ask:*** *What are the different settings within the selection we read?* (the bus, the road outside the bus, and beneath the trees) ***Ask:*** *What other settings are likely to be in the entire novel?* (Clara's home, Abuela and Abuelita's home, the chicken lady's home, the village itself)

Cultural Connection

Relate to personal experience ***Ask:*** *Who in class takes a bus to school? Who takes a city bus?* Ask students to compare and contrast the bus in the story with the buses they take in this country. ***Ask:*** *Has anyone taken a bus in another country?* Ask students to compare buses in other countries to those in this country. Encourage those who have ridden a winding mountain road to describe the experience.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. Abuelita dangled her out the window. In the drenching rain, Abuelo caught Clara and she clung to him.

"Think and Search"
2. Clara relates the smell of night in the jungle to the smell of home.

"Author and You"
3. Most students will say they felt worried or tense. Words like *skidded, screech, lurched,* and *braced* contribute to these feelings
4. She believes this is the most effective way to bring an unknown place to life for her readers.

"On Your Own"
5. Possible responses:
Bring: electronic equipment, extra shoes, rain gear, books
Leave behind: electronic equipment, fancy clothes

Revisit the Reading Focus Questions
6. Answers are found on page 344.

Literary Elements

Setting and Mood

- **Understand setting** Practice naming the settings for other books and for movies. Brainstorm a list of stories and movies with the class. Ask for volunteers to name the setting for each. If they can't name the place, have them describe it.
- **Understand mood** ***Say:*** Mood *is a common word in our society. We often say, "He was in a good mood" or "Don't ask her now, she's in a bad mood." We use this word to mean "an overall feeling" in both speaking and in writing.* ***Ask:*** *How would you describe the mood of this selection?* (Students may suggest a serious mood, a loving mood, a mood of suspense.)

Reading Fluency

Repeated Reading Literary Elements

Literary Elements Answers
1. The story takes place in Oaxaca in the recent past.
2. A feeling of adventure.
3. The setting is exotic and new to Clara.
4. The mood would not be as exciting and dangerous.

Checkpoint Sample Answers
A story's setting greatly affects its mood. The setting determines where the characters are, which has a great deal to do with their "overall feeling" of what is happening to them.

Bridging Readings 1 and 2

Say: *Reading 1 was an excerpt from a novel. The selection showed the courage that it took for Clara and her grandparents to get out of a dangerous situation. Reading 2 is also about courage. It is an essay about the courage it takes to adapt to a new situation.*

About the Reading

Relate to personal experience ***Ask:*** *Have you ever had to act with courage? Think about your experience. What did you do? How did you feel about your actions?* (I climbed a tree to get my sister's cat. I felt good about it. The cat was safe and my sister was happy.)

Build Background

Essay Contest about Courage

- **Preteach vocabulary** ***Say:*** *An essay is a short piece of writing that explains something. Essays can be about a personal experience. There are many contests for writing a good essay on a particular topic.*
- **Teach** Explain that essays focus on one subject or topic and are written to inform. This means they explain the topic so the reader will know more about it.

Vocabulary From the Reading

Determine Word Meanings from a Picture

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

advice *(counsel, guidance, suggestion)*
challenge *(dare, confrontation, objection)*
participate *(engage, partake, perform, cooperate)*
Have students use a **Word Square** to understand each word.

- **Preview** Remind students that the Key Vocabulary words are used in the story. ***Ask:*** *Based on what these words mean, what do you think happens to Flamo in "The Meaning of Courage"?*
- **Relate to personal experience** Have student volunteers tell about a challenge they have had, such as solving a problem.

Checkpoint Sample Answers

1. New students must learn where their classroom is located.
2. Do not be afraid to ask questions.



The Meaning of Courage

About the Reading

Reading 1: *What the Moon Saw* was an excerpt from a novel about two older people who showed courage in the face of danger. Now you will read an essay about a teenage boy who showed courage when some people made fun of him.

Build Background

Essay Contest about Courage

Each year, middle school students around Boston, Massachusetts, write essays about courage. Their essays are part of a program that honors the courage of Max Warburg, a courageous 11-year-old boy who died of cancer in 1991. Students who participate learn to recognize courage in the people around them. By writing about courage, they discover ways that they can be courageous, too.

Sei Korti wrote an essay for the program on the topic "The Meaning of Courage" and won a prize. Another participant noted, "There is a prize with every experience of courage, but it cannot be explained." What do you think this means?

Key Vocabulary

advice
challenge
participate

Vocabulary From the Reading

Determine Word Meanings from a Picture

Read the paragraph. Then use the picture to help you explain each of the Key Vocabulary words.



Checkpoint

1. What is one **challenge** that new students experience at your school?
2. What **advice** would you give to a new student?

Kareem and his friends want to **participate** in a basketball league. He and other young people with physical **challenges** are learning how to play basketball. Their coach, Mr. Gómez, gives the players **advice** on how to improve their basketball skills.

Vocabulary Log
Workbook page 234
Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary from the Reading

Scaffolding

Say: *If you find a word you don't understand, look at the words around it. These words give clues to the word's meaning.* Have students read the paragraph containing the Key Vocabulary words. Read the first sentence. ***Say:*** *There are clue words in this sentence to the meaning of the word* league. *I know it is something to do with basketball. It must a group of basketball teams or players. Ask* students to find clue words for *challenges* (physical, learning) and *advice* (gives, improve).

Extension

Say: *Context clues help us define unfamiliar words. Write a short paragraph using all three Key Vocabulary words. Your sentences should include context clues for each word's meaning.* Ask students to exchange paragraphs with a partner. Have partners circle the context clues in the other's work. Then have students rewrite the sentences, substituting blanks for the Key Vocabulary words. Collect all the papers. Then pass them back to students at random. Have them complete the sentences with the correct vocabulary word.

Reading Strategy

Think to Connect

Good readers make meaningful connections between themselves, the text, and the world around them. They think about what they know in order to understand what they read. As you read "The Meaning of Courage," use these statement prompts to help you make connections.

Connection Statement Prompts

- This part reminds me of ...
- This essay reminds me of [another text] because ...
- I felt like [name of person] when I ...
- I can relate to [part of text] because one time ...
- If that happened to me, I would ...
- Something similar happened to me when ...

Text Genre

Essay: Personal Narrative

An **essay** is a short piece of writing on a subject. There are many different types of essays. "The Meaning of Courage" is a **narrative essay.** It is written from a first-person point of view. **Expository essays** talk about events that happened, while **opinion essays** express a writer's beliefs. Look for these features of an essay as you read.

Essay	
introduction	paragraph that gives a brief statement of the main idea
body	paragraphs that support the main idea with facts, examples, direct quotations, and other evidence
conclusion	paragraph that restates the main idea and summarizes the essay

Meet the Author

Sei Korti was in sixth grade at the time he wrote an essay on the topic of "The Meaning of Courage." His essay was chosen as one of the winners in the Max Warburg Courage Curriculum Essay Contest.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Courage"?
2. Why do you think Sei Korti chose to write about his cousin's experiences in an essay?
3. How can courage be shown in small ways?

Checkpoint

1. What can help you understand an **essay** better?
2. What is the point of view of a **narrative essay**?



Workbook pages 235-236


Independent Practice CD-ROM/Online

Arts Connection

Define and clarify Give a Key Vocabulary word to student groups. Give each group old magazines and a sheet of poster board. Tell them they are going to make a collage about their word. ***Say:*** *Think about the meaning of your word. Find pictures or images in the magazines that show the word's meaning. Paste the pictures on the poster board.* Ask volunteers to show their collages. Have the class tell what word each collage describes. Label the collage with its vocabulary word. Hang the posters around the room.

Writing Strategies

Write a personal narrative Write the word *personal* on the board and underline *person.* Explain that a personal narrative is a short piece of writing that is about yourself. When you write a letter about an experience you had, it is similar to a personal narrative. It is told from your point of view and is about something that happened to you. Have students write a short personal narrative about a recent experience. Then have them exchange papers with a partner and discuss their narratives. Alternatively, have students include their personal narrative in a letter to someone. Have them write letters with address, date, greeting, and formal signature style. Use the **Friendly Letter** graphic organizer for reminders of how to organize a letter.

Unit 6 • Chapter 1
Before Reading 2

Reading Strategy

Think to Connect

Preteach Remind students that people have new experiences every day. These experiences help them learn about their world. Review Connection Statement Prompts with the students and remind students to think about them or actively use them while they read.

Text Genre

Essay: Personal Narrative

- **Preteach Vocabulary** Explain the following concepts: *introduction* (a beginning); *body* (the main part); *conclusion* (the ending).
- **Teacher modeling** Call students' attention to the chart in the center of the page. Review the parts of an essay listed in the chart. ***Ask:*** *What is the longest part of the essay?* (the body) ***Ask:*** *What kinds of information might you find in the body of an essay?* (most of the facts and details about the subject)

Reading Fluency

Paired Reading Text Genre

Meet the Author

Sei Korti

Explain author background ***Say:*** *Sei Korti's family moved to the United States when he was in the second grade. It was in the middle of the school year, and he was worried about making friends. Because of this experience, he knew how scary it was for his cousin Flamo to start at a new school in the middle of the year.*

Reading Focus Questions

Preview Ask a volunteer to read the Chapter Focus Questions aloud. Ask students to keep the questions in mind as they read.

Reading Focus Question Answers

1. Sei had the courage to stand up for his cousin.
2. The contest gave Sei the opportunity to let other children know how it feels to be laughed at.
3. Sample answer: Courage can be shown by helping someone in need, facing a challenging task, or not giving up.

Checkpoint Sample Answer

1. Writing your own essay will help you understand what an essay is.
2. Narrative essays are written from the first-person point of view.

Read the Selection

CD 3, Track 9 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Point out the word *accent* in paragraph 1. ***Say:*** Accent *means the way you pronounce words in English. Foreign speakers may have an accent because they use their first language's pronunciation for English words. Do not be afraid to speak with an accent. Everyone has an accent.*
- **Prereading** Have students identify the title and author of the reading. Point to the first sentence. ***Say:*** *This is the* topic sentence. *It tells you what the essay is about.*
- **Guided reading** Guide students through reading this page. ***Ask:*** *Why does the author understand how his cousin is feeling?* (He went through the same adjustment when he was in second grade.)
- **Vocabulary development** Explain that the word *challenge* means that someone must do something difficult. A challenge is stronger than a suggestion. It is not as strong as an order.
- **Interpret the image** ***Say:*** *Why do we see this child's back?* (He is walking towards the school.) *How do you think he feels?* (He looks worried.) *What might his face be expressing?* (anxiety, sadness, fear)

Reading Fluency

CD Assisted Reading "The Meaning of Courage," paragraphs 1–4

Reading Strategy

Practice the strategy ***Ask:*** *Can past experiences in your life affect how you react to problems or difficult situations?* (Yes. They can teach me new ways to act and think. They can help me understand stories about problems other people have.)

Reading Strategy Answers
Student answers should tell about a challenge and how it affected them later.

Reading 2
Content
English

The Meaning of Courage

by Sei Korti



Reading Strategy
Think to Connect
What is something in your life that was a **challenge** when you did it for the first time?

1 It was my cousin Flamo's first time in the United States, and therefore his first time attending an American school. Because it was the middle of the school year, I thought he would be a bit nervous. I knew it would be hard for him to make friends because he didn't speak much English, and had a strong accent. I also **figured** most of the kids already knew each other, and it is hard to **"break in"** halfway through the year.

2 My family moved to America during my second-grade year. I, too, knew little English, and making friends was quite a **challenge**. I felt very left out.

3 Because of my own experience, I thought I should help Flamo with any problems so he would not feel left out like I did.

4 If he was anything like me, I was **pretty** sure Flamo would not sleep well the night before he started attending an American school. He woke up early the morning school was to start. We ate breakfast, and off we went.

figured believed, concluded
break in get into a group
pretty mostly, somewhat

Differentiated Instruction • Reading Comprehension

Scaffolding

Discuss the concept of paragraph with students. ***Say:*** *Imagine reading this page as one long paragraph. It would be difficult to understand. Paragraphs break up the text into distinct thoughts, or topics. The first paragraph tells the reader what the essay will be about.* (moving to a new place) *What are the topics of the next three paragraphs?* (Paragraph 2: Making friends in a new place is hard; paragraph 3: author's decision to help; paragraph 4: Flamo's actions)

Extension

Ask students if they can understand how Flamo felt. Do they understand why Sei wanted to help him? (Answers will vary.) ***Say:*** *Stories such as this sometimes make us remember a feeling we have had. Is there a time you felt like Flamo or like Sei? Write a paragraph describing your experience. Include sensory details about how you felt, what you saw, or what you heard.* Then have students share their paragraphs with a partner, and discuss them.

5 When he came back from school, I asked him if he had a good time. He said, "Yes."

6 Because that was not what I **expected,** I was surprised to hear this answer. I asked what happened. He said, "All we did was go over the rules and then I sat all by myself." I asked him if this was different for him than being a student in Africa.

7 He told me, "In Africa I was one of the smartest kids in my class. I always had a lot of fun in school."

8 The next day he went back to school. When he returned home, I asked him the same questions that I had asked the day before. This time, however, Flamo responded with, "I had a **rough** day."

9 When I asked him why it was such a rough day, he said, "When the teacher called my name, most of the kids started laughing. The teacher asked them what was so funny. They said, 'We are laughing at his name.'

10 "Also when I raised my hand to give an answer, they all started to laugh," Flamo said.



Reading Strategy

Think to Connect
What connection can you make between Clara in *What the Moon Saw* and Flamo on his first day of school?

Reading Check

1. **Recall details** Who is Flamo?
2. **Contrast** How are Flamo's experiences in America different from his experiences in Africa?

expected thought he would say
rough difficult, challenging

Home Connection

Relate to personal experience Sei writes that Flamo had one good day and one rough day. He gives reasons for both: "I sat by myself." and "The kids started laughing." ***Ask:*** *Have you ever had a good day and a rough day close together? What were you reasons for each?* Have students interview a family member or friend about a good day and a rough day. Have them ask what happened, where, and who was there. Tell them to take notes. Have them write a short paragraph about the experience. During the next class, have them share stories in small groups.

Cultural Connection

Discuss cultural sensitivity ***Say:*** *On the second day of school, the kids laugh at Flamo's name.* ***Ask:*** *Why do you think they laughed?* (They had never heard the name.) Ask volunteers to share names they know from other cultures, and write these on the board. Then them list English names they know that seem strange or foreign to them. Guide students in pronouncing each name. ***Say:*** *Names may seem funny to us because we have not heard them before. Or, they may just* sound *funny in our language or culture. But to the person who has the name, it's the name they have known their whole lives.* Remind students that it is unkind to laugh at other people's names.

Unit 6 • Chapter 1
Reading 2: Content

Read the Selection

- **Prereading** ***Say:*** *Look at the dialogue on this page. It breaks up the text and adds human interest. What do you think the author's purpose was for using dialogue?* (to let the reader know the character better)
- **Guided reading** Guide students through reading this page. ***Ask:*** *How do Flamo's feelings change from the first day of school to the second day?* (Flamo had no problems the first day, but then he felt bad the second day when some kids made fun of him.)
- **Interpret the image** Have students describe some of the students in the class. ***Ask:*** *Do the students seem to be having a good time in school?* (Answers should suggest that the students seem to come from several cultures, and they seem to be enjoying themselves.)
- **Vocabulary development** The word *rough* is defined as *difficult* or *challenging*. Have students look in a thesaurus for five more words that describe *rough*. Have them exchange their lists with a partner and discuss any new words they find.
- **Spelling preview** Point out the word *answer* in paragraph 10. ***Say:*** *In the word* answer, *you do not pronounce the* w; *it is a silent letter. You will learn more about words with silent letters on Workbook page 238.*

Reading Strategy

Teacher Modeling ***Say:*** *The question asks us to make connections between two pieces of writing. One piece is a part of a novel. The other is an essay. The main characters, however, had feelings in common.*

Reading Strategy Answers
Possible answers: Clara was going to visit a new place. Flamo moved to a new place. Both were worried. Both had to make new friends. Both had to learn new languages.

Reading Check Answers
1. Sei's cousin.
2. In Africa, Flamo had a lot of fun in school and was one of the smartest students in his class. In America, he sat all by himself and was made fun of because of his name.

Read the Selection

- **Prereading** Explain that *advice* is someone telling you what they think you should do. Ask if students like getting advice. ***Ask:*** *When is a good time to give someone advice? When is a good time to ask someone for advice?* (You can give or ask someone for advice when they let you know that this would be okay.)
- **Guided reading** Guide students through reading this page. ***Ask:*** *What advice does the author give to his cousin?* (to act like he's not hearing the people who make fun of him)
- **Interpret the image** ***Ask:*** *What does the expression on the boy's face tell you?* (He is engaged in his activity. He looks happy.) Contrast this to the image on page 358. ***Say:*** *There is an adult standing behind him. She is probably helping him. There is a microscope in front of him. He is probably good in science. The language of science is understood around the world.*

Reading Strategy

Clarify ***Say:*** *"In the face of challenges" means when you are faced or confronted with difficulties. It does not mean that a challenge has a face. A synonym for* face *is* encounter *or* meeting. *Have you ever had to face something? Tell a partner about what you had to face, and how you handled it.*

Reading Strategy Sample Answers
Students should tell enough about the event to explain why they think it showed courage



11 I gave him this **advice**: "Act like you're not hearing them, because they are trying to make you not raise your hand and that will make you get a bad grade. When you have the right answer, you should always raise your hand. If they keep laughing, don't give up, tell the teacher."

12 Flamo asked, "You seem like you understand. Did the same thing happen to you?"

Reading Strategy
Think to Connect
Think of a well known person who showed courage in the face of **challenges**. How did the person show courage?

13 I said, "Yes, in the second grade, and I did the same thing I am telling you to do. I never gave up and didn't allow anyone's silly comments to keep me from **participating** and learning."

14 "Do you have any homework to do?" I asked.

15 "Yes," he said. "I know what to do but don't get what the question is asking." He asked me to read it. When I was doing reading and explaining, Flamo said, "Now I get it! You are the best cousin I have ever had!"

16 Hearing this, I felt so proud, knowing I was able to help my cousin overcome this **challenge**.

17 A few weeks later my cousin told me, "Now I am making friends. And I feel happy. Thank you."

Differentiated Instruction

Scaffolding

Remind students about the discussions during the first reading selection. ***Say:*** *There are many ways that people can be courageous. We talked about some in the first reading. In the second reading we discussed a different way to show courage.* ***Ask:*** *How did Abuelita show courage?* (She stayed calm and helped everyone off the bus.) *How did Flamo show courage?* (He ignored the laughter and did his best at school.)

Extension

Say: *Think about Clara and Flamo.* ***Ask:*** *Did you like them as characters? Did you care about what happened to them?* (Answers will vary.) Tell students that both authors used techniques to help the reader like their character. Explain that we "saw" inside Clara's mind. We "heard" Flamo's words. The situation each character faced was difficult, but believable. Because of this, we could identify with each character.

After Reading 2

Reading Comprehension Questions

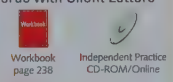
Think and Discuss

1. **Recall details** Why does Sei Korti want to help Flamo?
2. **Infer** Which word best describes Sei Korti: (a) lonely, (b) helpful, (c) ignorant? Explain with evidence from the text.
3. **Evaluate** Do you agree with the **advice** Sei gave to Flamo? What **advice** would you give to Flamo and why?
4. **Make a judgment** Do you think Flamo was courageous? Explain.
5. **Relate to personal experience** What is a time you tried to be courageous in the face of a **challenge**?
6. **Revisit the Reading Focus Questions** Go back to page 357 and discuss the questions.



Spelling

Words with Silent Letters



Writing Conventions

Capitalization: Events, Documents, and Titles



Connect Readings 1 and 2

You have read two readings on the theme "Courage." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the structure of the two readings.

Reading title	What is the text genre?	Who is the narrator?	What is the point of view?	What is the main problem?
What the Moon Saw				
The Meaning of Courage				

2. With a partner, ask and answer these questions
   a. How are the situations of Clara and Flamo similar? How are they different?
   b. Imagine that Clara meets Flamo. Would they get along? Explain.
   c. In your opinion, who showed the most courage: Clara, Abuelita, Abuelo, Sei, or Flamo? Give a reason for your opinion.
3. **Revisit the Chapter Focus Question** What are different things people do to show they have courage? Use examples from *What the Moon Saw* and "The Meaning of Courage" to answer this question.

Home Connection

Relate to personal experience Ask several students to describe to the class a time they saw a family member act with courage. Ask students to start keeping a "Courage Journal." Have them write down every time a family member, friend, or neighbor does something that is hard, or brave, or against popular opinion. After one week, have students work in small groups to share and discuss their journals. Ask volunteers to share an entry with the class.

Grouping Strategies

Guided Application Have students form groups of three. Each group will act out a courageous act. They can get their ideas from stories they have read or from their own experiences. First have them decide what happens (the plot). Then have them decide on where and when this happens (the setting). Ask them to think of all the people (characters) involved. Help them write an ending that is satisfactory. Ask groups to perform their "courageous act" for the class.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers

Question-Answer Relationships (QAR)

"Think and Search"

1. Sei Korti wants to help Flamo because they are cousins, but also because Sei went through a similar experience when he first came to America.

"Right There"

2. (b) helpful; Sei is helpful because he gives Flamo advice and helps him with his homework.

"Author and You"

3. Sample answer: Yes, I agree with the advice. I would also suggest that he try to get to know the students who were teasing him.
4. Sample answer: Yes, because he could have given up and started to hate school and his classmates. Instead, he went back to school, ignored the students who made fun of him, and started making friends.

"On Your Own"

5. Answers will vary.

Revisit the Reading Focus Questions

6. See answers on page 357.

Spelling

Words with silent letters Students will learn more about spelling words with silent letters on page 238 of the Workbook.

Writing Conventions

Capitalization: Events, Documents, and Titles Students will learn more about use of capital letters with events, documents and titles on page 239 of the Workbook.

Connect Readings 1 and 2

- **Preview** This activity guides students to see how a piece of fiction and a personal narrative essay on the same topic are alike and different.
- **Connect subject matter and content** ***Say:*** *The first selection, "What the Moon Saw," is fiction. "The Meaning of Courage" is a personal narrative essay. Both of these readings are about courage. Think about Clara's courage. Then think about Flamo's courage.*

Connect Readings 1 and 2 Answers

2. a. (same) They are both going to live in a new place. They are both with family members. They both need to learn a new language. (different) Clara is visiting, Flamo has moved permanently. Clara experiences physical danger. Flamo has children laugh at him.
   b. Yes. They are both sensitive to other people. They both are friendly. They both learn to adjust to new situations.
   c. Answers will vary: Include details from the readings.

Revisit the Chapter Focus Question

3. Answers will vary but should include details from the readings that illustrate a character's courage.

Listening and Speaking

Sketch to Stretch

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** ***Ask:*** *What is a sketch?* (a quick pencil or pen drawing of something)
- **Vocabulary review** Tell students they can write captions for their sketches. Remind them to use Key Vocabulary and Academic Vocabulary words in their captions whenever possible.
- **Practice** Allow time for students to practice sketching. Encourage them to keep a "Sketch Notebook."
- **Find a reading** Divide the class into groups. Ask each group to choose a reading. Ask one student in the group to read the introduction to "What the Moon Saw" and have another student read the first paragraph of "The Meaning of Courage." Ask students to think about the stories for a few minutes. Then have them sketch their pictures.

Reading Fluency

Repeated Reading Listening and Speaking

Reading Fluency

Reading Rate with Quotations

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Reading rate with quotations **Remind students that reading rates change for different kinds of reading. Remind them that quotations are the exact words of a speaker. They should read quotations with emotion to show what the speaker is thinking and feeling. Model reading paragraph 15 on page 360. Exaggerate your reading to emphasize the speaker's words. Echo read with the class until they feel comfortable with dialogue.**

Phrases for conversation

Agreeing and Disagreeing **Remind students there are polite ways to agree and disagree. Practice using the Phrases for Conversation with students. Ask them to practice the phrases in family conversations in the evening.**

Listening and Speaking

Sketch to Stretch

Phrases for Conversation

Agreeing

I agree with what you're saying.
That's an interesting thought.

Disagreeing

I see it a different way.
That's a good point, but I think...

You read about courage in the face of a danger in *What the Moon Saw*. You also read about courage in the face of a challenge in "The Meaning of Courage." Take part in a "Sketch to Stretch" activity that will stretch your thinking about the courage you read about.

1. Work in a group of three or four students.
   a. Choose a reading from Chapter 1.
   b. Think about the reading's central message. Then draw a picture of the meaning the reading had for you. Include as many details as you can.
2. Take turns sharing your pictures with the other members of your group.
   a. Hold up your drawing. Ask the others to tell you what they see in the drawing. Keep track of their comments.
   b. Explain what you meant the drawing to show. Point out how the details in your drawing depict courage.
3. Talk about the pictures. What surprised you about the others' interpretations of your drawing?
4. As a group, select one of the images. Then share that image with the whole class. Continue the discussion.



Reading Fluency

Reading Rate with Quotations

Reading quotations helps you learn to adjust your reading rate. You must pause and read with expression. Reading with expression makes others want to listen to you.

1. Reread the conversation between Sei and Flamo in paragraphs 11–15 of "The Meaning of Courage." Look for the quotation marks.
2. With a partner, take turns reading the paragraphs aloud.
   a. Read the quotations with feeling.
   b. Pause briefly before each quotation. Help the listener to hear the difference between the narration and the quoted words.
   c. Pause longer after each quotation. Help the listener recognize the shift back to the narration.
3. Choose a quotation to read in front of the class. Be sure to read it with expression.

Differentiated Instruction • Listening and Speaking

Scaffolding

Breaking tasks into smaller chunks is an effective way to provide help to struggling students.

Say: *Work with a partner to create an oral report. Think of a situation or story that is about courage. Make a* ***Three-Column Chart*** *(graphic organizer) with the headings:* main idea, details, conclusion. *Brainstorm to fill in the chart and show it to me before writing your report.* Give pairs feedback on their charts, then have them write their report.

Extension

Have students complete the Listening and Speaking activity. Tell them their oral report should inform the reader about something. It should also end with a conclusion that makes sense. Have them check their stories to make sure the ending fits the events in the story. For example: If they state someone is brave at the end, that character needed to do something brave in the report. Give them time to rehearse their reports. Then ask volunteers to present their oral reports to the class.

Vocabulary Development

Similes and Metaphors

Writers sometimes use **figurative language**, or words used to express meaning in a colorful way rather than its exact (literal) meaning. Writers use figurative language to help the reader visualize ideas in new ways. Figurative language also helps the reader create strong **sensory** images.

In *What the Moon Saw*, the author uses figurative language to make comparisons between two unlike things. A **simile** is one type of figurative language. In Unit 1, Chapter 2, you learned that a simile states a comparison by using *like* or *as*. A **metaphor**, another type of figurative language, makes a comparison without using *like* or *as*. Metaphors say that one thing *is* another thing. Look at these examples.

Flamo is a brain. He's the smartest student in his class. (Flamo is being compared to a brain.)

The warmth of Grandma's words made me feel better. (Grandma's words are being compared to warmth.)

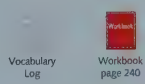
Read these example sentences from *What the Moon Saw*. Which example is a simile? Which example is a metaphor? What is being compared in each example?

Sentence	Type of comparison	Things being compared
"Every afternoon, the storms came out from the caves. Like feathered snakes, they moved across the sky."		
"The rain pounded the windows harder by the second, and soon I could barely see through the sheets of water."		

Copy the chart. Find more examples of similes and metaphors in the text, and add them to your chart.

Checkpoint

Give an example of a **metaphor** and an example of a **simile**.



Unit 6 • Chapter 1 After Readings 1 and 2

Vocabulary Development

Similes and Metaphors

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Preteach Vocabulary Act out someone sleeping. ***Say:*** *I am sleeping like a baby.* Write the sentence on the board. Explain that this is figurative language. Underline the word *like*. ***Say:*** *This type of figurative language is a* simile. Explain that similes make comparisons of different things by using the words *like* or *as*. ***Say:*** *A good night's sleep is a gift.* Write this sentence on the board. ***Say:*** *This type of figurative language is a metaphor. It does not use* like *or* as but it still compares different things. *Similes and metaphors help authors make their writing interesting to readers. Metaphors and similes make mental images for readers. They can help readers see, hear, feel, and even smell and taste story details.* Ask volunteers for sentences using similes and metaphors.

Reading Fluency

Reading Words in Chunks Vocabulary Development, first two paragraphs

Chart Answers

Top Sentence: simile; storms/snakes
Bottom Sentence: metaphor; rain/sheets

Checkpoint Sample Answers

Metaphor: The fire is an angry man.
Simile: The fire is like an angry man.

Math Connection

Connect Tell students that speakers are often given a time limit when making a speech. Ask a volunteer to be the timer. Provide a bell and a watch or use the classroom clock. Tell the speaker he or she has 5 minutes to give the report. (Refer to the Differentiated Instruction activities on page 364.) Have the timer give a warning by holding up a card saying "one minute left" after 4 minutes. Tell the timer to allow the speaker to finish the sentence before ringing the bell to show that "time is up." ***Say:*** *It is important for speakers to get feedback. Use the Phrases for Conservation to discuss with students the good points about the oral presentations.*

Classroom Management

Organization and delivery of oral communication When students are reluctant to speak in front of the class, give them a chance to practice in small groups. Suggest they offer feedback to each other, using the Phrases for Conversation on p. 362. Then have each group present their feedback to another group, taking turns so that each person has a chance to speak. Remind students to use the Phrases for Conversation when they give their feedback.

Grammar

Adjective Clauses

Instructional Routine for Grammar
page Txxxii

- **Preteach** Hold up three books from the classroom library: a dictionary, a workbook, and a novel. ***Say:*** *I want to read a book that describes an adventure. Which book should I pick?* (the novel) ***Ask:*** *How did you know which book I wanted?* (You said "that describes an adventure.") Explain that you used an adjective clause to modify the noun *book.* Adjective clauses often begin with the word *that.*
- **Teach** Review the other words that most adjective clauses start with: *who, whom, whose,* and *which.* ***Ask:*** *What kinds of words are these?* (question words) Explain that adjective clauses tell you more about a noun by answering questions about the noun. Example: *Which one? The one who is wearing the hat.*
- **Apply** Have pairs of students work together to write sentences with adjective clauses. ***Say:*** *Write one sentence for each of the relative pronouns in the box (who, whom, whose, which, that).* Have students read their sentences aloud.
- **Practice** Ask students to exchange their papers with other pairs. Explain that they will be reading the new sentences and underlining the adjective clause in each. Have them draw an arrow to the noun each adjective clause describes. Then have them write a new adjective clause for the noun. Discuss how this changes the noun and the sentence.
- **Extend** Ask students to look in books for adjective clauses. Have them copy any they find. Divide the class into two sections and arrange an "Adjective Noun Bee." Collect their sentences and as you read each one aloud, have the first person from one group tell you what the adjective clause is. They may remain standing if they answered correctly. Repeat with the next sentence and the second group. Continue until there is only one person standing or as time permits.

Grammar

Adjective Clauses

An **adjective clause** is a subordinate clause that modifies a noun or pronoun. Like an adjective, it answers the question *Which one?* or *What kind?* Usually an adjective clause modifies the noun or pronoun directly in front of it.

Which one? The lady **who gave me bananas** shrieked.

What kind? I enjoy stories **that have unusual settings.**

Most adjective clauses begin with a **relative pronoun.** A relative pronoun relates an adjective clause to the noun or pronoun that the clause describes.

Relative Pronouns				
who	whom	whose	which	that

A relative pronoun can be the subject of the adjective clause.

subject

I am reading a story **that is like *What the Moon Saw*.**

A relative pronoun can also be the object of an adjective clause.

object

I am reading a story **that I like.**

An **essential clause** contains information needed to identify a noun. No comma is used with an essential clause.

An essay **that tells about a courageous teenager** won a writing award.

A **nonessential clause** can be removed without changing the basic meaning of the sentence. A comma or commas are used with a nonessential clause.

Sei Korti, **who wrote the essay,** won the award in a writing contest.

Differentiated Instruction • Grammar

Scaffolding

Give students more practice forming adjective clauses. ***Say:*** *We are going to do some quick writing. Take out a sheet of paper and a pencil. This is an example: When I say the word "dog," write down the first thing that comes to your mind that describes the dog you are thinking of. Write this in the form of an adjective clause. Don't worry about how silly it might sound. It's OK to be silly, such as "the dog which ate the whale."* Give students nouns such as *flower, house, song, rainbow.* Have volunteers read their sentences to the class.

Extension

Have students compose poems using adjective clauses. ***Say:*** *We're going to turn your adjective clauses into poems. Your poems can be rhyming or free verse. You don't need to use all of your adjective clauses, but try to use at least three in your poem.* Have students work in pairs to write their poems. Tell them that they can illustrate their poems if they like. Ask several volunteers to read their poems aloud to the class. Encourage students to ask questions and give feedback on the poems. Then post the poems around the classroom.

Practice the Grammar Write each adjective clause. Then write the word or words that each adjective clause describes.

1. Mrs. Ramirez is the best teacher that I have ever had.
2. The author, whose stories I like, visited our class.
3. Jiro, who is reading a book about coyotes, likes nonfiction.
4. The library has many nonfiction books that Jiro likes.
5. I am reading *Hatchet,* which is exciting.

Use the Grammar Independently Write three sentences. Use these adjective clauses.

1. that I like
2. who is my classmate
3. which is my nickname

Misplaced Adjective Clauses

Always place an adjective clause next to the word it describes. An adjective clause that gets too far away from the word it describes is called a **misplaced modifier.**

Misplaced **Abuelita heard a jaguar who listened carefully.**
(This sentence says the jaguar listened carefully.)

Correct Abuelita, **who listened carefully,** heard a jaguar.
(Now Abuelita is doing the listening.)

Practice the Grammar Write *C* if the adjective clause is placed correctly. Write *I* if it is placed incorrectly.

1. Clara saw the edge of the road that dropped off at a cliff.
2. The lady was holding her chickens who gave me bananas.
3. Clara stood in the mud whose feet were bare.
4. We huddled together under blankets that were damp.
5. Clara's mouth, which tasted delicious, was full of bananas.

Use the Grammar Independently Rewrite the incorrect sentences above. Place the adjective clauses correctly. Be sure to use commas where needed.

Checkpoint

1. Name three **relative pronouns.** How are **relative pronouns** used in sentences?
2. When are commas used with adjective clauses?


Workbook pages 241–244


Independent Practice CD-ROM/Online

Home Connection

Relate to personal experience Have students write a **Friendly Letter** to a member of their family or to a good friend. Tell them this is a chance to let the person know what is special about him or her. ***Say:*** *A good way to do this is by using adjective clauses. For example, "This letter is to my mother, who is a good cook."* Remind them to check for proper capitalization. ***Ask:*** *Is the first word in each sentence capitalized? Have they capitalized the first letter in each name?*

Language Transfer and Interference

Compare use of adjective clauses Ask students from other cultures to explain how adjectives are used in their language. Do adjectives come before nouns? Do they use adjective clauses? Ask several volunteers to write examples on the board—in their home language, as well as in English (a translation). Ask them to read the examples aloud in both languages, then underline where the adjectives are in each.

Grammar (cont.)

Adjective Clauses

- **Preteach** Review placement of adjective clauses. ***Ask:*** *Does this sound right? Sam, that is in little bows, likes pasta.* ***Say:*** *The adjective clause is in the wrong place. It should be "Sam likes pasta that is in little bows."*
- **Teach** Explain that an adjective clause should always follow the noun it modifies. Clauses that are too far away are called *misplaced modifiers.* ***Ask:*** *What's wrong with this sentence? My uncle visits us every summer, who lives in Greece.* (There is a misplaced modifier. The correct placement is "My uncle who lives in Greece visits us every summer.")
- **Apply** Have students turn back to the reading selection *What the Moon Saw* and find examples of adjective clauses within the text. Have them raise their hands when they find one.
- **Practice** Have students work together to write five of their own sentences using the adjective clause words. Have students exchange their papers with another pair to check their punctuation. Ask volunteers to read their sentences aloud. Ask listeners to raise their hands when they hear an adjective clause.
- **Extend** Explain to students that you are going to ask questions and they should answer using an adjective clause. Students should refer to the chart on page 364 for the words. Example: ***Ask:*** *What kind of TV ads do you like?* ***Say:*** *I like advertisements that make me laugh. I like ads that teach me about the United States.*

Practice the Grammar Answers
1. that I ever had, teacher 2. Whose stories I like, author 3. who is reading the book about coyotes, Jiro; 4. that Jiro likes, books 5. which is exciting, *Hatchet*

Use the Grammar Answers
1. I am going to a school that I like.
2. I am going to make friends with Gloria, who is my classmate.
3. I am going to tell her my name is Sissy, which is my nickname.

Practice the Grammar Answers
1. C
2. I
3. I
4. C
5. I

Use the Grammar Answers
2. The lady who gave me bananas was holding her chickens.
3. Clara, whose feet were bare, stood in the mud.
5. Clara's mouth was full of bananas, which tasted delicious.

Checkpoint Answers
1. who, which, whose; to start adjective clauses

Writing Assignment

Write a Script for a One-Act Play about Showing Courage

Instructional Routine for Writing page Txxxvi
Teacher Resources: Rubrics: Rubric for Writing Assessment
Milestones Handbook pages 409-449

- **Vocabulary review** Remind students that *courage* is something that helps people do something difficult. This could mean taking a physical risk or overcoming a personal fear. Remind students to use the Key Vocabulary and Academic Vocabulary words in their writing, if possible.
- **Review formatting** Remind students that their one-act plays should begin with a list of characters. ***Say:*** *The stage directions are in brackets. Use a colon after the name of the character who is speaking. Then write the character's exact words.*
- **Grammar review** Remind students about the grammar skills they learned. Encourage them to use adjective clauses in their dialogue.

Writing Prompt

Interpret the writing prompt Read the Writing Prompt to students. Make sure that students understand that they are to write their piece as a one-act play. Read the sample with them. Have ready some books of plays from your school library to use as models.

Write Your Script for a One-Act Play

Before they get started, tell students to brainstorm a list of situations in which Flamo was courageous in "The Meaning of Courage." Have them choose a topic from this list.

Read the Student Writing Model

Analyze model writing Discuss the student model. ***Ask:*** *What is at the top of the page?* (the title) *What comes next?* (the list of characters and their descriptions) *Why did the author write* Scene 1 *next?* (The scenes are the parts a play is broken into.) *What is in the brackets?* (stage directions that tell the actors what to do)

Reading Fluency

Use Pace and Expression to Read Dialogue Student Model

Writing Assignment

Write a Script for a One-Act Play About Showing Courage

Writing Prompt

Write the script of a one-act play based on "The Meaning of Courage." Work with a group of classmates. Describe the setting.Give stage directions that show where the characters should be and how they should feel and act. Place adjective clauses correctly within the lines of dialogue.

Write Your Script for a One-Act Play

1. **Read the student writing model.** The students in one group wrote this script. They used Sei's description of Flamo's first day in an American school.

Student Model



The Meaning of Courage

Cast of Characters

SEI KORTI A sixth-grader who has lived in America for four years

FLAMO Sei's cousin, who has just arrived in America

Scene 1

[SEI *is in his bedroom.* FLAMO *enters and* SEI *looks up.*]

SEI: How was school? Did you have a good day?

FLAMO: No!

SEI: [*surprised by the reply*] What happened?

FLAMO: [*sighs*] All we did was go over the rules [*pause*] and then I sat all by myself.

Workbook page 245

Differentiated Instruction • Writing Assignment

Scaffolding

If students have trouble getting started, tell them to use a **Cluster Map**. Ask them to write the word *courage* in a circle in the middle of a piece of paper. Then ask them to think of as many words or ideas about *courage* as possible. Have them write these words and ideas in circles around the word *courage.* Tell them they can continue to add circles (for extended ideas) to each word on their diagrams. Then, have them share and discuss their diagrams with a partner.

Extension

Have students work in small groups to write another act for their play. Explain they can use the one-act play as a guide for the longer play. Have them complete a Two-Column Chart with (*Who/What/Where/When/Why (or How)*) listed in the left hand column about each act before they write. Tell them that they need to continue the action and the characters from the first act. They also need to have a conclusion in the second act. Ask several groups to perform their plays before the class.

2. **Prewrite.** Gather information for your script. Reread the section of Sei's essay that relates to the scene your group has chosen.
   a. Discuss the setting with the other members of your group. Brainstorm details that relate to the setting.
   b. Find the places where Sei and Flamo speak. Look for direct statements—words enclosed in quotation marks. Also look for indirect statements.
   c. Write down direct and indirect statements and who says them. Also make a note of the characters' feelings and actions. These will become stage directions.

Writing Checklist

1. The dialogue includes direct and indirect conversation from the essay.
2. The dialogue flows.
3. The stage directions describe how the actors must move and show feeling.
4. The placement of clauses makes sense.
5. Commas are used with non essential adjective clauses.

3. **Write your script.** Work with your group to put together all the information you gathered into a script. Use the format of the student model. Type the script using a computer word-processing program.
4. **Revise.** Practice performing the play with your group. Be sure the dialogue and action flow. Rearrange the dialogue and the stage directions as necessary.

   Use the **editing and proofreading symbols** on page 435 to mark any changes you want to make.
5. **Edit.** With your group, check the script for grammar, usage, mechanics, and spelling. Use the **Writing Checklist** to help you find any problems and errors.
6. **Publish.** Meet with the other groups in your class. Put the scripts together to make a playbook. Perform the play for another class, if you wish.

Writing Support

Grammar and Punctuation

Interjections

An **interjection** is a word that expresses strong feeling. The following words are common interjections: *aha, hooray, no, oh, ouch, oops, well, wow, yes.*

An interjection at the beginning of a sentence is always followed by an exclamation mark (!) or a comma (,).

Wow! That was a really exciting book.
Yes, I agree with you.

Apply Add interjections to your play where they would fit in with the dialogue.


Workbook pages 246–248


Independent Practice CD-ROM/Online

Cultural Connection

Relate to personal experience Allow time for students to find literature about courage in the classroom or school library. They can search for the topic in the card catalog or on their school's online library listings. They can check for articles about courage in magazines. Tell students that speeches, poems, and song lyrics also can be about courage. Have students make lists of what they find, organized under type of literature. Display the lists in the classroom. Encourage students to read the literature, articles, song lyrics, and poems that their fellow students have found.

Home Connection

Connect Have students interview family members or good friends for stories about courage. Encourage students to write a question, such as "Do you remember one time when someone did something courageous?" to ask the person they interview. Have them take notes. The next day in class, help students use the notes to write a one- or two-paragraph composition that has plot, setting, conclusion, details, and important ideas in the order that they happened. Ask volunteers to read their compositions.

Writing Assignment (cont.)

Prewrite

- **Select a focus** Use the writing prompt on page 366 to help students decide on a focus for their one-act play and to organize their thinking. Tell them to choose the setting and the characters. Explain that a one-act play does not have many characters.
- **Assess thoughts and feelings** ***Say:*** *A play should have action. Find a way to show what Flamo is thinking or worrying about. You could turn his thoughts into a conversation with Sei. Another way to show emotions is to write the facial expression into the stage directions.*

Write Your Script

Have students use the student model to begin writing their one-act play. Remind them to use adjective clauses for interest and detail.

Revise

Say: *After you have written the first draft of your play, look back at it and make sure your dialogue makes sense.* ***Ask:*** *Does each line of dialogue tell listeners more about the character? Do the words sound like something that this character would say? Make sure your ideas are clear. Look for places to improve your writing.*

Edit

Allow class time for students to read their plays to the class. Have peers think about these questions as they listen: *Is the play about courage? Was the ending satisfying?* Explain that endings do not have to be happy, but they should be satisfying.

Publish

Have students choose two of their classmates to play the roles of Sei and Flamo. Give these students the playbook, telling them to read the play once and then to perform it for the class.

Writing Checklist

Students should use the writing checklist after they complete their first drafts and have done a revision. The checklist includes important points students should be sure to cover during the editing process. They should also check their spelling and end punctuation during editing.

Writing Support

Grammar Explain that interjections are often the way people really speak (no, awesome, hey). Suggest they find places to use interjections in their dialogue. Remind them of the correct punctuation. (Use a comma or exclamation point if an interjection starts a sentence.)

Unit 6 • Chapter 1
Check Your Progress

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check

Preview The **Progress Check** is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
cling: to hold on tightly; *dangle:* to hand loosely; *drench:* to make something wet all the way through; *splatter:* to spray or splash; *strain:* to make a big effort; *advice:* suggestion; *challenge:* a call to respond to something that is difficult; *participate:* to enter into something

Academic Vocabulary
sensory: of or relating to the senses of sight, sound, smell, taste, touch; *emotion:* a strong feeling; *material:* something that other things are made of

Reading Strategies
Visualizing is seeing what is happening in your mind's eye. You can "see" the characters, setting, and action of the story.
To yourself, to the text, to the world around you

Text Genres
Fiction; nonfiction: personal narrative essay

Reading Comprehension
What the Moon Saw is about a young girl who travels to Mexico to spend the summer with her grandparents, and the problems she encounters on her journey.
"The Meaning of Courage" is about a teenage boy who showed courage when some people made fun of him.

Spelling
t (listen); b (comb); l (would); b (lamb); t (often)

Writing Conventions
Revolutionary War; History

Literary Elements
Excitement and danger; dangerous roads, sheets of rain, a journey – all these create the feeling of uncertainty

Listening and Speaking
I agree with what you're saying.
That's an interesting thought.
I see it a different way.
That's a good point, but I think...

Vocabulary Development
Words that express meaning in a colorful or imaginative way rather than a literal way.
Figurative language that makes a comparison without using *like* or *as*.
Figurative language that makes a comparison by using *like* or *as*.

Grammar
A noun; a relative pronoun (who, whose, whom, which, that); it does not follow the noun it modifies

Writing Support: Grammar and Punctuation
Strong feeling; a comma or an exclamation point

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to review
Vocabulary From the Readings	What do these words mean?	
	• **cling, dangle, drench, splatter, strain**	342
	• **advice, challenge, participate**	356
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **sensory, emotion**	343
	• **material**	354
Reading Strategies	How does **visualizing** the characters, setting, and action of a story help you understand it?	343
	What three things can you connect when you read a text?	357
Text Genres	What is the text genre of *What the Moon Saw*?	344
	What is the text genre of "The Meaning of Courage"?	357
Reading Comprehension	What is *What the Moon Saw* about?	355
	What is "The Meaning of Courage" about?	361
Spelling	Name the letter that is silent in these words: listen, comb, would, lamb, often	361
Writing Conventions	Rewrite the words that need capital letters in this sentence: We studied the revolutionary war in history 101.	361
Literary Elements	What is the **mood** of *What the Moon Saw*? How does the **setting** add to its **mood**?	355
Listening and Speaking	**Phrases for Conversation**	362
	What phrases can you use to agree with a classmate?	
	What phrases can you use to disagree with a classmate?	
Vocabulary Development	What is **figurative language**? What is a **metaphor**? How is it different from a **simile**?	363
Grammar	What does an **adjective clause** modify? What begins an **adjective clause**? How do you know if an **adjective clause** is misplaced?	364–365
Writing Support: Grammar and Punctuation	What does an **interjection** show? What punctuation do you use with an **interjection**?	367

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

A Colorful Fall

1 When I decided to participate in the seventh-grade dance committee, I had no idea that it would make me a hero. My classmates and I were setting up for the dance one Friday afternoon. Alicia, who was standing on a step ladder, was straining to reach the corner of a wall with her paint brush. A can of dark blue paint dangled from the side of the ladder. Suddenly, Alicia lost her balance, and the ladder started to tip over. I don't even remember running across the room. The next thing I knew, Alicia landed in my arms. Somehow, I stayed on my feet. A second later, the can of paint hit the floor, and blue paint splattered all over us. I'm very glad Alicia is okay. My only concern now is how we're going to get blue paint out of our clothes!

1 **Read the following sentence.**

A can of dark blue paint dangled from the side of the ladder.

What does the word dangled mean in this sentence?

- **A** sat
- **B** poured
- **C** hung
- **D** opened

2 **Which phrase helps you visualize how Alicia and the narrator looked?**

- **A** straining to reach the corner of a wall
- **B** ladder started to tip
- **C** blue paint splattered all over us
- **D** running across the room

3 **Which sentence contains an adjective clause?**

- **A** Alicia, who was standing on a step ladder, was straining to reach the corner of a wall with her paint brush.
- **B** Suddenly, Alicia lost her balance, and the ladder started to tip over.
- **C** The next thing I knew, Alicia landed in my arms.
- **D** My only concern now is how we're going to get blue paint out of our clothes!

4 **What is the text genre of this passage?**

- **A** a novel
- **B** a persuasive essay
- **C** a play
- **D** a personal narrative

Writing Tip

Remember that a scene from a play includes details about the setting. Write stage directions that go along with the dialogue in the scene.

Writing on Demand: Scene from a Play

Write a scene from a play about the incident described in the passage above. When you write the dialogue, include yourself as one of the characters. **(20 minutes)**

Study Skill

Vocabulary Words: Where in the World?

Give extra credit to any student who recognizes a vocabulary word anywhere outside of the vocabulary exercises. To get one point, the student has to write down the word, what it means, and where he or she heard it. Students can listen for the word in spoken speech or look for it in other books they read. Students can also look up the words online. Students can use a news search engine to find the word in news articles. Students can also find the word in advertisements, magazines, or on packaging. Keep a chart on display in the classroom showing extra credit point totals for students who participate.

Unit 6 • Chapter 1 Check Your Progress

- **Assessment Program:** Unit 6, Chapter 1 Quiz
- **Teacher Resources:** *ExamView*® Unit 6, Chapter 1 Quiz
- **Milestones Tracker:** Unit 6, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

Remind students to read all the possible answers to a multiple-choice question before choosing an answer. Students should eliminate answers they know are incorrect and choose the one that makes the most sense from the answers that remain.

Reading Fluency

Use Punctuation and Type Cues "A Colorful Fall"

Answers

1. C
2. A
3. A
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 to revise and edit
- **Read and interpret writing prompt** ***Say:*** *Look for important words in the writing prompt. The words* scene, incident, dialogue, *and* characters *all tell me what needs to be included. These key words help me remember to include everything.*
- **Organize quickly** ***Say:*** *A good way to organize your thoughts is to reread the passage, paying attention to the characters and what they do.*
- **Revise** ***Say:*** *Look back at the prompt and make sure that you have included everything the prompt called for. Add any details you missed now.*
- **Edit** ***Say:*** *Be sure that every sentence starts with a capital letter and ends with a period, question mark, or exclamation point.*

Objectives

Reading Strategies
Model the strategy for students. ***Say:*** *I can make personal connections to the stories I read. I use my own experiences and knowledge to relate to characters in the story.*

Say: *It is important to be an active reader. Active readers use different strategies to understand what they read. Sometimes you might need to reread a section. Sometimes you need to look carefully at photos.*

Listening and Speaking
Ask: *What is a speech?* (speaking in front of others) ***Say:*** *Appreciation means gratitude, being thankful for something someone has done for us. Who do you appreciate?* (Answers will vary.)

Grammar
Say: *We will use conditional sentences to talk about actions in the present and the past that depend on other actions.* Have students complete these sentences:

1. If it rains tomorrow, I will ___.
2. If I were older, I would ___.
3. I usually ___ if I wake up early.

Academic Vocabulary
Ask students to explain or define any familiar words from the Academic Vocabulary list. List the responses on the board.

Informal Pre-Assessment
Write the following words on the board: *raccoon, pretzel, volcano.* Say the words aloud. Ask students to raise their hands if they have heard these words before. Explain that these words come from other languages. (Native American: Algonquian; German; Spanish/Latin)

Formal Pre-Assessment
Select items from **Assessment Program** or **Teacher Resource CD-ROM** with *ExamView* ®.

Chapter Focus Question

Preteach Introduce the word "characteristics." ***Say:*** *Characteristics tell us about a person. If someone is kind, they might act helpful. What would be a characteristic of a courageous person?* (bravery, honesty, leadership)

About the Reading

Interpret the image ***Say:*** *Look at this photo. What do you see?* (two runners) *What prediction does the photo lead you to make about the reading?* (someone in a race)

CHAPTER 2

Objectives

Reading Strategies
Make personal connections; Read actively

Listening and Speaking
Give a speech of appreciation

Grammar
Use present/future real and unreal conditionals

Writing
Write a narrative from a different point of view

Academic Vocabulary

personal | refer
react

Academic Content

Classical Greek epics
Geography of Polynesia

Chapter Focus Question
What characteristics do courageous people display?

Reading 1 **Content:** Health
Narrative nonfiction article (excerpt)
Coaching Brian
by Peter Michelmore

Reading 2 **Literature**
Novel (excerpt)
Call It Courage
by Armstrong Sperry

Coaching Brian

About the Reading

You are going to read about a young runner who learns about heroism in literature and heroism in rea life.



370 Unit 6 • Chapter 2

Differentiated Instruction • Use Prior Knowledge

Scaffolding
Prepare students for writing their "hero lists" by talking about why people have heroes. ***Say:*** *A personal hero is someone who is important to you. Sometimes your hero can be a person in your family. Or a hero can be a famous person.* ***Ask:*** *Why do you think people have personal heroes?* (because they admire people and want to be like them)

Extension
After students have completed their lists, take chart paper and create a semantic map using words from student lists. Make note of words that appear more than once and words that seem to be the most common. Lead a discussion with students about people they think of as heroes.

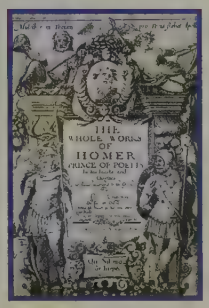
Before Reading 1

Build Background

Life Lessons from Classical Epics

In "Coaching Brian," Brian's coach introduces him to *The Iliad*, an ancient epic poem about the Trojan War. *The Iliad* was written by Homer, who is sometimes called the "Father of Epic Poetry." It tells the story of Achilles, a great warrior whom the Greeks depend on in their war against Troy. Achilles faces the difficult choice of fighting in battle and dying young as a hero, or not fighting and living a long life as a coward. Classical epics like *The Iliad* taught people important lessons about how one should and should not act in life.

As you read "Coaching Brian," notice what Brian learns about life from *The Iliad*. What books have you read that taught you life lessons?

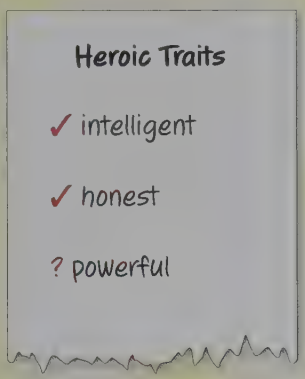


Use Prior Knowledge

Describe the Traits of a Hero

Who are your personal heroes? Your choice of heroes tells you something about yourself. It reveals what characteristics you think are important in people. What makes someone a hero?

1. Brainstorm words that describe someone you think is a hero.
2. Make a list of as many heroic traits as you can.
3. Exchange lists with a classmate. Put a checkmark next to the traits you agree on. Put a question mark next to the traits you have some questions about.
4. Talk about why your ideas about heroism may be different.



Unit 6 • Chapter 2
Before Reading 1

Build Background

Life Lessons from Classical Epics

- **Teach** Explain the meaning of an "epic" poem. ***Say:*** *An* epic poem *is a long narrative poem. It tells a story but uses the forms of poetry. Epic poems usually tell about a hero. They tell important events in the hero's life and how he or she became a hero. Long ago, epic poems were told to entertain an audience. Later the poems were written down.*
- **Interpret the image** ***Ask:*** *What do you see on the cover of this book?* (two men in armor) *Why do you think this picture was chosen for the cover of the book?* (The book is about an ancient Greek war and the picture is of ancient Greek warriors.)

Reading Fluency

Repeated Reading Build Background

Use Prior Knowledge

Describe the Traits of a Hero

Prepare ***Say:*** *Who do you consider a hero? Someone in your family might be a hero to you. Maybe you look up to an older brother, sister, or cousin. Or maybe there is a famous person that you consider a hero. Think of that person. What words come to mind?*

Sample Answers
brave, honest, intelligent, curious, wise

Social Studies Connection

Build Background Have students research a famous American hero. The person might be a leader, inventor, activist, or sports figure. Students can choose a person that they would like to know more about, or they may choose from a list of famous people. Before they begin their research, have students create a **KWL Chart** about the person. They will complete the chart after they finish their research. Have students share the information they learned in small groups.

Art Connection

Connect Have students create a mural of famous American heroes. Students can work in small groups to illustrate sections of the mural. They should include the person as well as an object identified with the person. Encourage them to research in the library or on the Internet what the heroes looked like and how they dressed.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

commitment *(promise, undertaking, obligation, duty)*
confront *(challenge, accost, encounter, oppose)*
daunted *(apprehensive, discouraged, nervous, timid)*
relent *(comply, melt, relax, quit, weaken)*
resolve *(intend, propose, undertake, determine)*
urge *(craving, drive, longing, weakness)* or *(compel, endorse, plead, request)*

Have students use a **Word Web** to show synonyms and antonyms for each vocabulary word.

- **Vocabulary development** Assign students one word that they must master and teach to the class. Students can check their understanding with a dictionary. Have students present the word with their own definition and a sample sentence.
- **Use note cards to remember meaning** Write the key vocabulary words on note cards and display them on a word wall. Tell students to look for these words in other classes and outside school.

Practice Vocabulary Answers

1. A
2. A
3. A
4. B
5. B
6. A

Use Vocabulary Answers

Answers will vary, but should include four Key Vocabulary words to describe doing a big project for science class.

Checkpoint Sample Answers

1. I felt daunted working on math homework.
2. You urge someone to go with you.

Key Vocabulary

- commitment
- confront
- daunted
- relent
- resolve
- urge

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Look up each **highlighted** word in your dictionary. Choose the definition that fits the word in the context of the sentence.

1. You make a **commitment** to finish your homework before dinner.
2. You **confront** problems that are hard to solve.
3. You are **daunted** by the thought of going to a new school.
4. You insist on doing something your way, and then you **relent**.
5. You show great **resolve** in learning English grammar.
6. You **urge** a friend to try out for the school play.

Practice Vocabulary Answer each question. Then explain your answer.

1. Which action shows **resolve**?
   (a) completing a difficult task (b) giving up in the middle of a task
2. Which action shows **commitment**?
   (a) helping a friend as you promised (b) ignoring a friend who needs help
3. Who might be **daunted** by a test tomorrow?
   (a) someone who did not study (b) someone who studied hard
4. Whom might a police officer **confront**?
   (a) a person crossing the street (b) a person breaking the law
5. What happens to a storm that **relents**?
   (a) grows more powerful (b) gets weaker
6. Which action might a parent **urge** you to do?
   (a) clean your bedroom (b) get in trouble at school

Checkpoint

1. When was a time that you felt **daunted**?
2. What do you do to someone who you really want to go to the game with you?

Use Vocabulary Independently Use four Key Vocabulary words in a paragraph that describes a big project that you have to do for your science class.


Vocabulary Log

Workbook page 249


Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students complete the following sentences with information about themselves.

1. I have made a commitment to ___.
2. Something I had to confront was ___.
3. I am/am not daunted by the idea of cleaning my room.
4. Something I would urge a friend to do is ___.

Extension

Have students create a word search based on the vocabulary words. Have students write the words first and then fill in "distracters." Students can write clues for the word search and indicate which words are hidden. Words should intersect each other horizontally, vertically, and diagonally. Students can trade their puzzles with other students and complete them for vocabulary practice. Use large graph paper to make the layout of the activity easier to align.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
personal *adjective*	related to a particular person	What is your **personal** opinion of this shirt?	
react *verb*	to respond through speech or movement	My friends and I **reacted** to the fireworks by covering our ears.	

Draw a picture and write a sentence for each word.

Reading Strategy

Make Personal Connections

Good readers draw on their prior knowledge and experience to help them understand what they are reading. With that knowledge and experience, they can make **personal** connections to the text. As you read "Coaching Brian," use your experiences, knowledge, opinions, and emotions to make connections.

1. After you read each page, think about these questions:
   - **a.** What does this remind me of in my life?
   - **b.** How is this different from my life?
   - **c.** How did I **react** when I read this?
2. Look at the chart. After you read, you will go back through the reading. Then you will complete the chart.

In the Article	In My Life
	What does this remind me of in my life?
	How is this different from my life?
	What were my feelings when I read this?

Checkpoint

What do good readers use to make **personal** connections to a text?

Home Connection

Connect Have students ask someone in their families to describe a personal hero. It can be another member of the family, a cultural hero, or anyone else that is a personal hero to the family member. Tell students to take notes. Have students describe this person to the rest of the class, including as many details about the person as they can remember. They should also explain what their family member admires about this hero.

Cultural Connection

Connect Have students research a national hero from their own culture. The person could be a famous leader, activist, sports figure, artist, or scientist. If students need help choosing a cultural hero, provide suggestions of sources they could use to find out about cultural heroes (the library, the Internet, family members). Have students write a biographical report about the person. They should include events or actions that explain why the subject is a national hero.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

personal *(individual, particular, exclusive, secluded)*

react *(respond, answer, perform, reply)*

Have students work in pairs to create a **Word Web** for each academic word.

Preteach ***Say:*** *I think that green is a nice color. That is my personal opinion. It is what I think about it.* Drop a book suddenly on to the desk. ***Say:*** *How did you react when I did that? Did you jump? Did you feel surprised?*

Reading Strategy

Make Personal Connections

- **Preteach** ***Say:*** *To make personal connections, you think about your own experiences. Then you compare them to events in your reading.*
- **Teacher modeling** ***Say:*** *Here's an example of a personal connection. When I was a child, I did not like to talk in front of people. Then I read a story about a girl who had to give a speech to her class. She did not like talking in front of people either. She did not want to give the speech. I thought about myself. I understood how she felt. I made a personal connection.*

Reading Fluency

Paired Reading Reading Strategy

Checkpoint Sample Answer

They draw on their prior knowledge and personal experiences.

Text Genre

Narrative Nonfiction Article

- **Define and explain** Explain that *narrative nonfiction* is about real people and events. But it also contains *narrative* details. The author draws his or her own conclusions about the characters. That is included in the text. ***Say:*** *Many magazine articles are narrative nonfiction. They are often about a real topic, but read more like a fiction story because they contain real or imagined dialogue. Have you ever read an article like that?* (Answers will vary.)
- **Identify text features** Explain to students that a *heading* is like a title for each section of a reading. ***Say:*** *Headings tell the main idea of each section.* ***Ask:*** *What can you learn from a heading?* (It can tell what you are about to read.)

Meet the Author

Peter Michelmore

- **Explain author's background** Peter Michelmore has written a number of biographies of famous people, such as Robert Oppenheimer and Albert Einstein.
- **Practice map skills** Ask students to find Australia on a globe or in an atlas.

Reading Focus Questions

Preview Explain to students that they should think about the Reading Focus Questions as they read *Coaching Brian.* Keeping the questions in mind as they read will help them read for a purpose. If they need to, they can flip back to this page for reference. They will revisit the questions after reading the selection.

Reading Focus Sample Answers

1. Both Charlie and Brian showed courage by not giving up when they faced struggles.
2. to inform the reader about Charlie and Brian and their experiences together
3. They make people understand what they can accomplish if they really had to.

Checkpoint Sample Answers

1. Narrative nonfiction includes the author's own conclusions about what the people said and did.
2. Because it would be more interesting to readers

Before Reading 1

Text Genre

Narrative Nonfiction Article

"Coaching Brian" is a **narrative nonfiction article** from a magazine. The people the author writes about are real, and all the events really happened. The author uses narrative to tell a story, drawing his own conclusions about what the people actually said and how they acted. He supports his conclusions with factual information that can be proved.

A narrative nonfiction article has the features below. Look for these features as you read "Coaching Brian."

Narrative Nonfiction Article	
headings	phrases that summarize the content in the next section of the article
dialogue	conversations the people probably had
statements based on facts	information the author can prove is true
interpretations of facts	conclusions the author draws from true information



Meet the Author

Peter Michelmore was born in Adelaide, Australia, in 1930. He began writing as a reporter for the local newspaper at age 16 and later worked for the *Sydney Morning Herald.* After moving to the United States, he was the city editor for the *New York Post* and a contributing editor for *Reader's Digest* magazine. "I like reporting on the lives of ordinary people," Peter says. "Writing is a way for me to create scenes and draw out real characters."

Checkpoint

1. How is narrative nonfiction different from informational nonfiction?
2. Why might an author choose to write a nonfiction article as a narrative?

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme "Courage"?
2. What do you think was the author's purpose for writing "Coaching Brian"?
3. In what ways do heroes represent the best in people?

Workbook page 251
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Some students may be unfamiliar with narrative nonfiction. Place additional examples in the classroom from magazines or other sources at their reading and interest levels. Have students identify features of narrative nonfiction in the samples, including headings and dialogue. Ask volunteers to summarize or describe the sample literature.

Extension

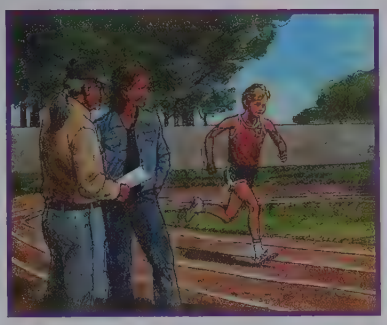
Have students use the list of features of narrative nonfiction to create a sample page of a narrative nonfiction article. They should choose a topic that they know something about and then write a short page that includes headings, dialogue, statements based on fact, and their own interpretations of the facts. Students can refer to sample narrative nonfiction pieces to help them as they write their own.

Reading 1
Content
Health

Coaching Brian

Peter Michelmore

Getting Ready to Race



1 Gusts of wind whipped across the high school football field that chilly spring afternoon. But Charlie Kane buttoned his old military topcoat higher and kept his eyes fixed on the **scrawny** kid in red shorts running the track. His **stride** was too long for his size.

2 "Brian loves to run," the woman standing next to him said. There was just a **trace** of **pleading** in Sue Boyett's voice. She was looking for a strong man to coach her 11-year-old son. A friend had introduced her to Kane.

3 The stocky man in his late 50's with sandy gray hair tied at the **nape** of his neck didn't look like a coach any more than Brian looked like a natural runner. In fact, he was now a proofreader at a printing plant and hadn't trained a runner in years.

4 After finishing his laps, Brian **sauntered** over to his mom, glancing at Kane out of the corner of his eye.

5 "Your mom says you like running. But do you really want to be coached?" Kane asked.

6 "Yeah, I guess," Brian said, avoiding his eyes.

7 But Kane wasn't settling for a halfhearted **commitment**. He kept **probing** until Brian met his gaze and said, "Yes!"

8 "Then I'll train you," Kane said.

Reading Strategy

Make **Personal Connections** How does Brian **react** to the coach's question? How would you have **reacted** if you were Brian?

Reading Check

1. **Recall facts** What does Sue Boyett want for Brian?
2. **Infer** What did Charlie Kane do before working as a proofreader?

scrawny very thin
stride long steps
trace very small amount
pleading asking for help
nape back of neck
sauntered walked without hurrying
probing searching or exploring with questions

Writing Strategies

Frame key questions Have students work in small groups to script an interview with the author of "Coaching Brian." Have them first brainstorm questions about the reading that they would want to ask the author. *(What made you interested in this story? Are you interested in running? Did you know Charlie or Brian?)* Have them discuss how the author might answer the questions before they begin to write. Suggest that one or two students in each group take on the role of Charlie or Brian and speak to their group "in character."

Science Connection

Define and clarify Have students research more about running. Have them find out what runners do to train for meets and what makes someone a good runner. Students can research a specific runner or a specific activity, such as a marathon, for more information. Have students gather in small groups and share their findings.

Unit 6 • Chapter 2
Reading 1: Content

Read the Selection

CD 3, Track 10 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Reading aloud** Read aloud as students follow in their own books. Read at a normal pace and use standard intonation patterns. Pause briefly between paragraphs.
- **Interpret the image** Have students look at the image on page 375. ***Ask:*** *Who are the characters in this picture?* (Brian, his mother, Charlie Kane) *What does this picture show?* (Brian running so that Charlie will be his coach.)
- **Grammar preview** ***Say:*** *"If Brian had a trainer, he could win races." This is an example of a present unreal conditional sentence. We will learn more about these sentences later in the chapter.*
- **Writing convention preview** Point out the use of commas in paragraph 4. ***Say:*** *The first comma in the sentence separates the adverbial clause* "After finishing his laps" *from the independent clause that follows. You will learn more about using punctuation with adverbial clauses on Workbook page 259.*

Reading Fluency

Use Punctuation and Type Cues "Coaching Brian," paragraphs 3–8

Reading Strategy

Practice the strategy ***Say:*** *When I make a personal connection, I use my own experiences to relate to the character. I used to feel shy in front of adults. I can relate to Brian when he first talked to Charlie Kane.*

Reading Strategy Sample Answer
He answers him without looking him in the eye. I might have reacted the same way because I would have felt shy.

Reading Check Sample Answers
1. for someone to coach her son
2. He was a running coach.

Read the Selection

- **Preteach vocabulary** Explain to students that the terms *the '50s* and *the '70s* are shortened forms of the terms *the 1950s* and *the 1970s.* Point out that these dates refer to a decade, or a period of ten years. ***Say:*** *The '50s, or 1950s, refer to the years between 1950 and 1959.*
- **Guided reading** Guide the students in reading this page and monitor their comprehension of the text.
- **Interpret the image** Have students look at the images at the top of the page. ***Ask:*** *What do these pictures show us?* (Charlie teaching a class and coaching runners) *Why do you think the picture is split into two?* (to show the two things that Charlie loved to do)
- **Grammar preview** ***Say:*** *"If Charlie had someone to coach, he would be happy." This is another example of a present unreal conditional sentence. We will learn more later in the chapter.*

Reading Strategy

Practice the strategy ***Say:*** *Let's try to make a personal connection. This means we should use our prior knowledge and experiences to connect to the characters or story. Let's look at paragraph 11.* Charlie was homesick for the East and moved back. *Did you ever feel homesick? What helped you?* (Answers will vary. Make sure students say what they did to feel better.)

Reading Strategy Sample Answer
I would really miss riding my bike if I stopped doing it.



Perfect Match

9 Charlie Kane was 58 years old that spring afternoon in 1994, and he had lost a **sense** of purpose. His two older children were out of the house, and his youngest, also named Brian, was about to leave to join the Marines.

10 Kane had served a **hitch** himself in the late '50s. His **ambition,** however, was to be a high school teacher and track coach. Eventually he earned a **master's,** and he put in 13 years at schools in New Jersey doing what he loved best—teaching young people how to read and how to run.

11 But in the '70s, Kane moved to California to make a fresh start. For two years, he was a coach at a junior college. Needing a higher salary, however, he then signed on as an editor of technical manuals. Homesick for the East, Kane eventually returned to New Jersey in 1994 and took a proofreading job. It paid the bills but didn't give him any deep **satisfaction.** Coaching was what both he and Brian needed.

Reading Strategy
Make Personal Connections Charlie left coaching and realized how much he missed it. What is something you enjoy that you would miss if you stopped doing it?

12 Yet, Brian resisted his new coach. Soon after they started working together, Brian entered two distance races at a recreational **meet** in his hometown of Parsippany Hills.

sense general feeling or awareness
hitch length of service
ambition desire to succeed
master's academic degree
satisfaction pleasure; contentment
meet athletic competition

Differentiated Instruction • Reading Comprehension

Scaffolding

Explain that many people have the same feelings about different experiences. This is what readers should focus on when trying to make a personal connection. Read paragraph 12 aloud. Have students describe a time that they resisted listening to someone. Have them explain why.

Extension

Character development is an important part of this story. Character is explained here through the changes both Brian and Charlie go through. ***Ask:*** *Why does the author choose to describe the first two races that Brian ran in?* (to show what happened before and after Brian listened to Charlie) Explain that the author wrote this scene to give us important information about both characters. ***Ask:*** *How do we know that these two races were an important turning point for both Brian and Charlie?* (After Brian followed Charlie's advice, they both saw that it would help him win; they realized that they were a team.)

13 "I want you to go out easy," Kane told him, "slowly pick up speed, then **hammer** home on the final lap."

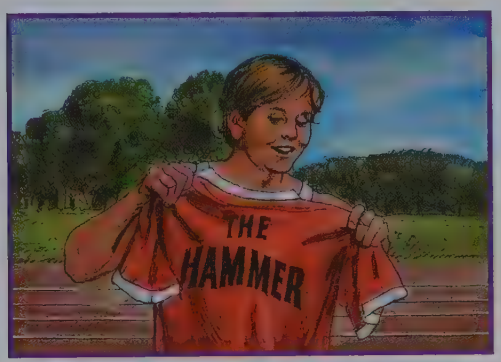
14 When the gun went off in the 800 meters, Brian tore out like it was a sprint. In the last 100 meters he ran out of power and was beaten. Kane was furious. "Are you going to do it my way or yours?" he demanded. Brian didn't answer.

15 In his next race, the 1,600 meters, Brian again charged to the front, but then, either tiring or **relenting**, he dropped to the rear of the pack. On the last lap, with power **in reserve**, he overtook the field—and won.

16 Panting, he trotted over to Kane and announced with a smile on his face, "Your way!"

17 They met at the track every day after work. Days became months, and then years. When he was 13, Brian won junior cross-country events with fast, finishing kicks. "Hammering it home" is what Kane called it. "Someday," he told the boy, "you'll be a **contender** for the U.S. Olympic team." To show his pride, Kane gave him a running shirt with bold letters reading "The Hammer."

18 Brian's self-confidence grew, but Sue still worried that she wasn't doing all she should for her son and daughter, Jennifer, a year older.



hammer drive with force
in reserve kept for later use
contender someone who takes part in a contest

Reading Strategy

Make Personal Connections Charlie shows that he is proud of Brian. How do people close to you show that they are proud of you?

Reading Check

1. **Recall details** What kind of work does Charlie love to do?
2. **Draw conclusions** What can you conclude about Charlie's way of running a race?
3. **Calculate** About how long was Charlie away from coaching?

Unit 6 • Chapter 2
Reading 1: Content

Read the Selection

- **Preteach vocabulary** Tell students that *meters* is a measurement of distance. It is often used in races. Races might be 400, 800, or 1500 meters. Runners are timed for their speed in each distance race.
- **Page, paragraph, or pass** Have students read the page aloud in small groups. Students can choose to read the whole page, a paragraph, or they may pass if they do not feel comfortable reading in front of a group.
- **Interpret the image** Have students look at the picture on the bottom of page 377. ***Ask:*** *What is Brian holding?* (his "The Hammer" T-shirt) *How does he feel about it?* (happy, proud)
- **Vocabulary development** Draw students' attention to the phrase "fast, finishing kicks" in paragraph 17. ***Say:*** *"Kicks" usually means to kick your legs out. But in this sentence the word* kicks *means the last fast steps that Brian ran.*

Reading Strategy

Practice the strategy Have students work in pairs to make a personal connection to Charlie Kane in paragraph 17. Tell students to think about their own experiences. How do they know when someone is proud of them? Have students talk about how they felt.

Reading Strategy Sample Answer
They tell me they are proud. They give me a hug.

Reading Check Answers
1. teaching and coaching
2. Charlie's way is best because Brian saves his energy until the end.
3. About 20 years.

Classroom Management

Question wait time When asking questions, be conscious of the amount of time you give to students to answer. Wait up to 15 seconds for students to respond orally before rephrasing the question, offering a prompt, or calling on a student by name. Teachers usually wait only 1.5 to 3 seconds before intervening. English learners often need as much as five times that long to answer a question.

Language Transfer and Interference

Idioms *Coaching Brian* contains many idioms that help the narrative flow. For example, "served a hitch," "hammer home," and "tore out." Students may be interpreting these expressions literally. Take the time to explain as many idioms in the narrative as possible. Demonstrate each action for students to further clarify meaning. Encourage students to give examples of other idioms they know, and write these on the board.

Read the Selection

- **Read silently with support** Students read silently but may turn to a partner or group member for help understanding vocabulary or a confusing passage. Tell students to stop after each paragraph and summarize what they've read to a partner.
- **Interpret the image** Point out the illustration on page 378. ***Say:*** *What is happening in this picture?* (Charlie and Brian are reading together.) *How do they look?* (interested, happy)
- **Vocabulary development** Draw students' attention to the idiom *shot up* in paragraph 19. ***Say:*** The expression *shot up* means "suddenly grew a lot." ***Ask:*** *Would a person who shot up be taller or shorter?* (Taller)
- **Writing convention preview** Point out the first sentence in paragraph 23. ***Say:*** *The sentence begins with an adverbial clause:* While Sue and Jennifer made meatloaf. *The clause is followed by a comma.* Students will learn more about using punctuation with adverbial clauses on Workbook page 259.

Reading Strategy

Teacher modeling ***Say:*** *I will think about my own experience to make a personal connection. When I was young, my mother always made me wear a hat outside in the winter. I didn't think I needed one. Then one day, I forgot my hat and I was so cold! The hat made a big difference. Now I knew why.*

Reading Strategy Sample Answer
My mother always made me put games away after I was done playing with them. One day, I didn't do it and I lost some pieces. Then I knew why I had to do it.

Coach and Tutor

19 In 1997, Brian shot up seven inches and entered high school. Now he looked like a runner—lean, long-muscled, with a smooth, **disciplined** stride. He was a less **proficient** student, however.

Reading Strategy
Make Personal Connections What is something you once had to do even though you didn't understand why? Did you learn the reason later?

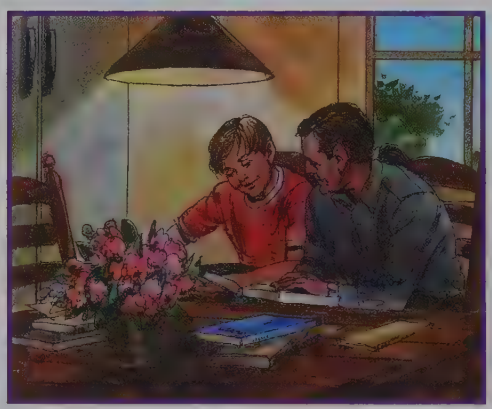
20 Freshmen had to read *The Iliad*, but Brian didn't see why. Kane did. One night he was waiting at the kitchen table with a translation of Homer's epic about the Trojan War.

21 "What's this all about, Coach?" Brian asked.

22 "It's about life!" said Kane, motioning Brian to sit down.

23 While Sue and Jennifer made meatloaf, Kane read the ancient verse in his best dramatic voice. Brian listened with amazement, until Kane insisted he try it. Embarrassed, Brian finally began to read and soon got wrapped up in the story describing heroism, cowardice, loyalty and **deceit**.

24 They kept at it night after night for weeks. Track in the early morning and afternoon, *The Iliad* after dinner. Subtly Kane was coaching Brian about something else—being a man



25 The two read the passages in which the Trojan hero Hector meets the stronger Greek warrior Achilles in hand-to-hand combat. At first, knowing that powerful gods favor Achilles, Hector panics and runs. But courage, Kane told Brian, is not being **impervious** to fear. It's being afraid, yet **confronting** fear—as Hector does. He stops his flight, and though sensing he is **doomed**, turns to face his enemy to uphold his honor.

disciplined controlled
proficient capable
deceit dishonesty, trickery
impervious unaffected by something
doomed headed to an unhappy ending

Differentiated Instruction • Reading Comprehension

Scaffolding
If lower level students are having a hard time following, have students act out the scene in front of the class. Have advanced students act as narrator and have lower level students read dialogue. Small groups can present their scenes to the rest of the class. Have other students provide feedback.

Extension
Display books about Greek mythology appropriate to student reading level in the classroom. Have students choose and read a Greek myth. The myth can be about a hero or about another topic that interests the student. Then have students write a short summary of the myth and share it with the class.

26 The daily track practice and the nightly readings went on, and gradually both exercises began to pay off. Brian's bedroom shelves started filling with books and with trophies from state and county races.

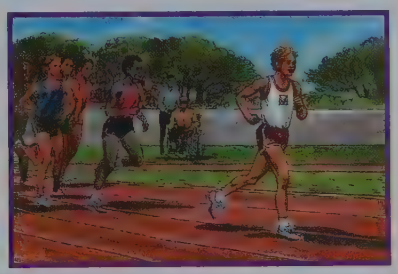
27 But then came the fall of 1998. Brian developed a stress fracture of his thighbone that put him out of competition. And Kane had been suffering from muscular weakness, for which he'd been hospitalized a year earlier. Doctors were puzzled, but suspected he'd had a minor stroke. First he had to use a cane and then a walker.

28 In time, Brian gained strength in his legs again, but Kane did not. He had trouble walking, even standing. Brian emptied his savings account to buy him a three-wheeled **scooter** so Kane could still go to the track.

29 In March 2000 Brian entered a two-mile event at a national scholastic indoor track meet at the 168th Street Armory in New York City. The best distance runners in the country were there. Sue brought Kane in a wheelchair.

30 At the starting gun, Brian burst into the lead, but then strategically dropped back. Halfway through the race, he moved up to the middle of the pack. There was still a big gap between him and the leader, but as he turned into the final lap, cheers, stamping feet, and the word "hammer" ringing in his brain drove him on.

31 From his seat near the finish line, Kane watched Brian **surge** to the lead with the greatest finishing kick he'd ever seen him make—and win.



scooter motor vehicle
surge push forward

Build Your Knowledge

The word fracture is derived from the Latin word frangere meaning to break. Words in English that come from frangere have the Latin root fract / frag. Use the meaning of the root to figure out the meaning of fracture in this passage. What do you think the words fraction, fragile, and fragment mean?

Reading Strategy

Make Personal Connections What drives Brian toward the finish line? What kind of encouragement helps you accomplish a goal?

Reading Check

1. **Recall details** What is Charlie's definition of courage?
2. **Infer** Why does Charlie want Brian to read *The Iliad*?

Unit 6 • Chapter 2
Reading 1: Content

Read the Selection

- **Preteach vocabulary** Explain what a trophy is ***Say:*** *A trophy is a kind of award for winning a race or a contest.* ***Ask:*** *Have you ever won a trophy?*
- **Impress reading** Read the page aloud with a student simultaneously.
- **Interpret the image** ***Say:*** *Look at the picture of the race. How does it help you to visualize what is happening?* (It shows Brian way out in front.) *Where is Charlie Kane in the picture?* (in the wheelchair, watching the race)
- **Grammar preview** ***Say:*** *Here is an example of a present real conditional sentence: "If there is a race, Brian always runs fast."*

Reading Strategy

Clarify ***Say:*** *What does the author say drove Brian to the finish line?* (cheers, stamping feet, and the word "hammer" ringing in his brain). *All of this helped him reach his goal. Think about what makes you keep going at certain activities. What kind of encouragement helps you?* (Answers will vary. Teachers or friends saying "Good Job!")

Reading Strategy Sample Answer
Cheers, stamping feet, and the word "hammer" ringing in his brain drove Brian to the finish line. If people tell me I can do something, it encourages me to do it.

Reading Check Answers
1. He says courage is being afraid, but confronting your fear.
2. He wants to teach Brian about other courageous people.

Math Connection

Relate to personal experience Have students work in small groups to measure various classroom objects with rulers and tape measures that are both standard and metric. Have students make a chart comparing the standard and metric measurements. Have groups share their findings with the rest of the class. Then have students look for race measurements in the story. Have them change miles to meters and meters to miles. For example, a two mile race is 3.218 kilometers.

Social Studies Connection

Connect Have students do some research on the Trojan War. Students may work as pairs to research an event or a hero. Some students may research Homer, the author of the *Iliad*. Other students may want to research the life of Heinrich Schliemann, the discoverer of Troy's ruins. Arrange an "Iliad Day" during which students can share what they have learned. You may want to find photos on the Internet of events and sites of the war for display on "Iliad Day."

Read the Selection

- **Preteach vocabulary** Help students with the pronunciation of Charlie's disease: amyotrophic lateral sclerosis (commonly known as ALS). ***Say:*** *am-ee-oh-TROH-fik LA-tuh-rul skluh-ROH-sis*
- **Prereading** Explain to students that Lou Gehrig was a New York Yankees baseball player in the 1920s and 30s. His career ended in 1939 when he became disabled by a serious disease, ALS. He died two years later. There is currently no cure for this disease.
- **Paired reading** Have pairs of students read the page aloud by taking turns.
- **Interpret the image** Point out the photograph of the stairs. ***Ask:*** *What do these steps represent?* (The steps that Charlie had to climb every day. It took him a long time to climb them.)

Reading Strategy

Use prior knowledge ***Say:*** *How has Charlie Kane helped Brian?* (He coached him in track and in his schoolwork.) *Why do you think Brian wants to help Charlie?* (because Charlie has helped him so much)

Reading Strategy Sample Answer
Because Charlie has helped him so much. I would say, "Charlie, you have to get dressed! You have to come to the track with me. You can do it!"

"I've Had a Good Life"



32 A month later, Kane began losing his voice and choking on his food. Finally, doctors made a new **diagnosis:** amyotrophic lateral sclerosis (ALS), **Lou Gehrig's disease.** Kane, a strong man who'd **molded** athletes, was losing all muscle function. His spinal cord was **degenerating.** He would soon learn he had only months to live.

33 "Don't feel bad," Kane told Brian in a **faltering** voice. "I've had a good life, and I'll be coaching you for a while yet."

34 Sue took over all of his care. She drove him to the track, shaved him, cut his hair, **diced** his food, helped him with personal hygiene. But his big battle each day was with the stairs.

35 There were nine blue-carpeted steps from his basement room to the kitchen. Every day he struggled to make it on his own. Soon he could not. Even with Sue's help, they took ten painful minutes to climb, and each day it was harder.

36 Then Sue had to leave. In August, Jennifer was heading off to Arizona State University, and Sue needed to help her settle in

37 "Go ahead, Mom," Brian told her. "I can look after Charlie." On the first day after she left, Brian put in two early hours at his summer job as a recreational camp counselor, and then raced home. He found Kane, still in pajamas, sitting in a chair in his small dark room, crying.

Reading Strategy
Make Personal Connections Why does Brian want to help Charlie? What would you say to Charlie if you were Brian?

38 Brian tried to get him up, telling him he had to get dressed so they could go to the track. Kane refused.

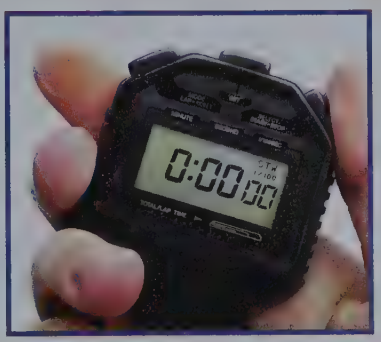
diagnosis finding or conclusion
Lou Gehrig's disease common name for ALS, named after a famous baseball player
molded formed
degenerating getting into a worse condition
faltering speaking in a weak way
diced cut into small pieces

Differentiated Instruction • Reading Comprehension

Scaffolding
Put the main events of the story on sentence strips and have students organize them to follow the story sequence. Have students write a summary of the story using the sentence strips.

Extension
Have students reread paragraph 43. Ask students to discuss the setting of this scene.
Ask: *What is the significance of the scene taking place at the same table where Charlie and Brian had read* The Iliad *together? How does it relate to the theme of courage?* (It reminds the reader how Charlie once had to coach Brian and how Brian now has to coach Charlie. It shows how they both had to use courage to get through hard times.)

39 Late that afternoon Kane's son arrived from his Marine base in Virginia. Together the two Brians **urged, cajoled, prodded,** and finally got him dressed and out of his room.



40 Now he faced the stairs. Brian could see that he was **daunted.** Just nine steps—which this once strong man could have taken effortlessly—had become a mountain for him. And Kane let out a cry of protest when they lifted him under his arms to help him climb. He pleaded to go back to bed; he wanted to quit.

41 You can do it, Brian kept urging him, and finally he saw a firm **resolve** gather in his coach's eyes.

42 Leaning upon their arms—feet stumbling, legs throbbing—Charlie Kane hammered away. One step at a time—all nine. Until he stood breathless on the kitchen floor, held up by the two sons he loved.

43 That evening when they returned from the track, all three men sat down together at the kitchen table where Kane and Brian had read the Greek epic aloud. And then Brian reached out and took his coach's hand. "Everything I am, Charlie, is because of you," he said.

44 *On June 6, Brian won the 3,200-meter run at the New Jersey State Meet of Champions. Kane watched from his wheelchair, stopwatch clutched loosely in his hand. The next morning he was totally* **paralyzed.** *Sue and Brian cared for him at their home until the end. Charles Kane died on June 23, 2001.*

Reading Strategy

Make Personal Connections How does Brian feel about Charlie? How do you feel about Charlie?

Reading Check

1. **Recall details** What does Charlie say to Brian when Charlie realizes he is not going to get well?
2. **Infer** How does Charlie follow the same advice he gave to Brian?

cajoled persuaded gently
prodded urged strongly
paralyzed unable to move

Science Connection

Define and clarify Explain that ALS is a disease of the nervous system. Form students into groups and have the groups research a different part of the nervous system. Students can use diagrams or other visuals to help explain how the nervous system works. Have groups share their findings with the rest of the class.

Social Studies Connection

Connect Some students may be interested in the history of athletic competitions. Have them do research in the library or on the Internet about the original Greek competitions, which became the Olympic Games. Have them report on the types of events and how one became a competitor. They may also be interested in the prizes awarded to the winners.

Read the Selection

- **Preteach vocabulary** Point out the sentence in paragraph 40: *Just nine steps…had become a mountain for him.* ***Say:*** *This is a* metaphor. *Why are the nine steps being compared to a mountain?* (Because they are so hard for Charlie to climb that it feels like he is climbing a mountain.)
- **Choral reading** Read the page aloud together with your students.
- **Interpret the image** ***Say:*** *What do you see in the photo?* (stopwatch) *Where is a stopwatch mentioned on the page?* (Paragraph 44 mentions the stopwatch Charlie held at the last race he attended.) *The stopwatch is set at 0. What else might this photo represent?* (Charlie's death or the beginning of the run)
- **Grammar preview** ***Say:*** *"If Charlie can climb the steps, he will be able to rest." This is an example of a future real conditional sentence. We will learn about this on page 392.*

Reading Fluency

CD Assisted Reading "Coaching Brian," paragraphs 39–43

Reading Strategy

Teacher Modeling ***Say:*** *How does Brian feel about Charlie? What does he say to Charlie?* ("Everything I am, Charlie, is because of you.") *How can you make a personal connection? How would you feel if you knew someone like Charlie? This will help you answer the question.*

Reading Strategy Sample Answer
He feels that Charlie was so important to him; that the person he became was because of Charlie. I feel that Charlie was a great teacher and friend to Brian.

Reading Check Answers
1. He says, "Don't feel bad. I've had a good life, and I'll be coaching you for a while yet."
2. He confronts his fears.

Apply the Reading Strategy

Make Personal Connections

Pair Work Have students work in pairs to review the Reading Strategy charts they created as they were reading. Circulate among students to see how well they have applied the reading strategy. Have students volunteer to read a personal connection that they made while reading the story.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers, Word Squares, Vocabulary Log

Word Connections

refer *(consult, look up, turn to)*

Have students use a **Word Square** for the Academic Vocabulary. Ask them to write the vocabulary word in the upper left box, a definition in the upper right box, a sentence with the word in the lower left box, and a synonym or antonym in the lower right box.

Sample Answer
I refer to a thesaurus when I want to find a synonym for a word.

Checkpoint Sample Answer
You can refer to a map or a compass. You can also look for tall buildings or where the sun is in the sky. You can also refer to a trustworthy adult.

Apply the Reading Strategy

Make Personal Connections

Now complete the reading strategy graphic organizer.

1. Review the Reading Strategy on page 373.
2. Copy the chart on a separate sheet of paper.
3. Look back at the reading. Find places where you made **personal** connections.
4. Use the questions in the chart to write about how the story of coaching Brian is similar or different from your life.

In the Article	In My Life
Brian's mom is looking for a strong man to coach her son, but Brian is not sure he wants to meet the coach.	**What does this remind me of in my life?** I remember when my new English teacher offered to help me study mythology. I didn't want his help. I missed my sixth-grade teacher, who helped me when I was struggling to read.
	How is this different from my life?
	What were my feelings when I read this?

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
refer *verb*	to direct attention to someone or something	Kwon **refers** to the dictionary when he doesn't know the meaning of a word.	

Draw a picture and write a sentence for the word.

Checkpoint
What can you **refer** to if you are lost?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *This unit is about courage and courageous people. In Chapter 1, we read about things people do to show courage. In this reading, we will read about other ways that people can show courage. How did Charlie Kane show courage?* (by pushing himself when he couldn't walk anymore)

Extension

Have students describe a time when they pushed themselves to do something that they thought they couldn't do. ***Ask:*** *Have you ever done something hard that you did not think you could do? What made you keep trying? How did you feel when you succeeded?* Ask them how pushing themselves is an example of courage.

Reading Comprehension Questions

Think and Discuss


Workbook page 252


Independent Practice CD-ROM/Online

1. **Recall details** What happens after Brian follows Charlie's advice about running?
2. **Infer** Why were Charlie and Brian a "perfect match"? Support your answer with evidence from the text.
3. **Explain author's word choice** Reread the last sentence in paragraph 42: Why does the author **refer** to the boys as his "two sons"?
4. **Analyze and evaluate** Brian says to Charlie: "Everything I am, Charlie, is because of you." Do you agree with Brian? Why or why not?
5. **Connect to self** Who is your **personal** hero? Why is that person a hero to you?
6. **Interpret and compare** Lou Gehrig, the baseball player who died from the same disease as Charlie, called himself "the luckiest man on the face of the earth." Do you think Charlie had the same view about life? Explain why or why not.
7. **Revisit the Reading Focus Questions** Go back to page 374 and discuss the questions.

Text Elements

Section Headings

Narrative nonfiction often tells about a person's life experiences. In "Coaching Brian," the author writes about the relationship between Brian and Charlie over a seven-year period. To help the narration flow, the author uses a **heading** at the beginning of each new event in their relationship.

1. Look for the headings in Reading 1. Why do you think the author chose to use headings at those points?
2. Write headings for at least two other points in the narration. Explain where you would include them and why.

Checkpoint

Why do authors use **headings** in narrative nonfiction?


Workbook page 253


Independent Practice CD-ROM/Online

Writing Strategies

Make personal connections Remind students that when they make personal connections, they use their own prior knowledge and experiences. Have students read a familiar story and make personal connections as they read. They can use sticky notes to mark places in the story where they can make a personal connection. Volunteers can use their sticky notes to share one example with the class.

Grouping Strategies

Opportunities for practice Have students work in groups of three. Assign each group one paragraph from the text, and have all the students discuss their personal connections to the paragraph. Students should think about similar experiences they have had or how they would feel in a similar situation.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. He wins a race.

"Think and Search"
2. Because they worked well together and Brian kept improving his running.

"Author and You"
3. Because he wanted to show that Brian was like a son to him.

"On Your Own"
4. Sample: I agree with Brian because Charlie helped him with his running and his schoolwork and taught him about growing up. He wouldn't have been where he was if he'd never known Charlie.
5. Answers will vary but should give details about a person who is a hero.
6. Charlie may have felt lucky because he was proud of Brian.

Revisit the Reading Focus Question
7. See sample answers on page 374

Text Elements

Section Headings

Clarify and explain Have students flip through the pages of the selection again. Point out that there are four section headings. ***Say:*** *These headings tell us the topic or main idea of each section. For example, the section heading "Getting Ready to Race" tells us that this section will describe how Brian became a real runner. It doesn't tell us everything about the section, but it gives us the main idea.*

Reading Fluency

Reading Words in Chunks Text Elements

Checkpoint Answer
Authors use headings in narrative nonfiction to help the narration flow and to give the reader an idea of what the next section will be about.

Bridging Readings 1 and 2

Say: *Reading 1 was narrative nonfiction. The author wrote about a real person, Charlie Kane, and about his courage. The next reading is also about a courageous person. It is a story of a boy who has to face his fears of the ocean.*

About the Reading

Preteach vocabulary Point to the word *determined*, which is used twice in the About the Reading paragraph. Explain that when people are *determined* to do something, they feel very strongly. They will do everything they can to accomplish it. Ask a volunteer to use *determined* in a sentence. Remind them that context should tell what the word means.

Build Background

Polynesia: Hikueru

- **Clarify** ***Say:*** *Hikueru is an atoll, or an island of coral. People have lived in Polynesia for thousands of years.*
- **Teach** Have students work in pairs to look at the map and discuss possible traits of Polynesian culture. (Swimming, boating, and fishing)

Reading Fluency

Paired Reading Build Background

Vocabulary From the Reading

Make Word Associations

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers Word Web, Vocabulary Log

Word Connections

frantically *(in a distressed or hectic way)*
humble *(modest, meek, bashful, timid)*
perilous *(dangerous, hazardous, risky, unsteady)*
Have students use a **Word Web** to show synonyms and antonyms for each vocabulary word.

Teacher think-aloud Explain how to use context clues. ***Say:*** *When I read a new word, I study the words, ideas, and sentences around the new word. I look for clues to meaning. If you find a new word, look around at the other words.*

Checkpoint Answers
1. a humble person
2. a person who reacts frantically

Before Reading 2



Call It Courage

About the Reading

In Reading 1, you read about a coach who is determined to teach a teenage boy lessons about life. Now you will read an excerpt from a novel about a boy who is determined to overcome his fear of the ocean that killed his mother.

Build Background

Polynesia: Hikueru



Call It Courage takes place in Polynesia, a large group of islands in the South Pacific Ocean. The name *Polynesia* comes from the Greek prefix *poly–*, which means "many," and the Greek root *nesos*, which means "islands." Polynesia has more than 1,000 islands. One of the Polynesian islands is Hikueru. Mafatu, the story's main character, is the son of the Great Chief of the people of Hikueru.

Look at the map of the Polynesian islands. Find Hikueru. Based on the geography of Polynesia, what do you think are some traits of Hikueru's culture?

Key Vocabulary
- frantically
- humble
- perilous

Vocabulary From the Reading

Make Word Associations

Use the context of the sentences to determine the meaning of the **highlighted** words. Then choose the best answer to each question. Be sure to read the question carefully. Use a dictionary or thesaurus to check your answers.

1. The people **frantically** called for help.
   Which situation is an **example** of acting **frantically**?
   a. saving things from a burning house **b.** listening to a math lesson **c.** going to bed late
2. The students are **humble** about their success.
   Which word is an **antonym** for **humble**?
   a. quiet **b.** boastful **c.** concerned
3. Driving on a narrow, winding road is **perilous**.
   Which word is a **synonym** for **perilous**?
   a. safe **b.** beautiful **c.** dangerous

Checkpoint
1. What kind of person does not brag?
2. What kind of person always reacts with alarm?

Vocabulary Log | Workbook page 254 | Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Have students think about the impact of geography on someone's life. ***Say:*** *This story is about a boy named Mafatu who lives in Polynesia. The Pacific Ocean is an important part of the life and culture of the people of Polynesia. Think about this as you read. It will help you understand the setting of the story. It will also help you understand Mafatu and what he does.*

Extension

Have students think about the setting of the story. ***Ask:*** *How is the setting important to this story?* (The action happens on the ocean in a place where there are sharks.) *How would this story be different if it were set somewhere else?* (There might not be sharks in another setting.) *How would the characters be different?* (If the boy lives somewhere else, he might not have a boat and go fishing in the ocean.) *Which characters might not appear if the story were set on a farm?* (the shark)

Reading Strategy

Read Actively

Good readers actively use different strategies to understand what they read. If something remains confusing, readers can try **fix-up strategies:** reread, look at pictures, and look for context clues. Then readers can **clarify:** combine what they know with what they learned. Take these steps as you read *Call It Courage.*

1. Stop reading when there is something you don't understand.
2. Use a **fix-up strategy** to figure out that part of the reading.
3. **Clarify** the difficult passage by paraphrasing it.

Text Genre

Novel

Call It Courage is a **novel** whose story is told by a **narrator.** In a novel, the point of view of the narrator is usually third-person.

One type of third-person narration is told from the **omniscient point of view.** "Omniscient" means "all-knowing." The omniscient narrator relates the words, actions, thoughts, and feelings of all the characters. *Call It Courage* is written from the omniscient point of view. Look for these features.

omniscient narrator	person who tells the story and knows everything about it
characters	people in the story
plot	series of events in the story

Meet the Author



Armstrong Sperry was born in Connecticut. All through his life, he strongly desired to explore the mysteries of the sea. On the day Sperry set sail for the South Seas, a friend said to him, "There are only two things you need to take ... with you: the first is imagination and the second is the ability to see beauty in strange things."

Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme "Courage"?
2. What do you think was the author's purpose for writing *Call It Courage*?
3. Can someone be fearful and courageous at the same time?

Checkpoint

1. What is one strategy to **read actively**?
2. What are the characteristics of the **omniscient point of view**?

Workbook pages 255–256

Independent Practice CD-ROM/Online

Cultural Connection

Making connections Explain that Mafatu set fish traps in order to catch fish for his family. ***Say:*** *This was an important way that he helped his family. Many children and young adults help their families in different ways. What are some ways you help your family?* (do chores, help at jobs, be quiet when people are sleeping) Have students work in small groups and make a list of all the ways they help their families. Ask representatives from each group to share their lists with the class, and discuss.

Social Studies Connection

Map skills Have students locate the islands of Polynesia on a world map. Make a list of some of the larger island nations on the board. (Vanuatu, Nauru, Fiji) Have students measure the distances from some of the islands to the West Coast of the United States. Have them express the distance in complete sentences using direction words: *Hikueru is about 4700 miles southwest of California.*

Reading Strategy

Read Actively

Apply the reading strategy Have students discuss active reading strategies that help them understand a text, even after they've read the text once. ***Ask:*** *When you are reading and come to an idea you don't understand, what do you do? Do you go back and reread the section? Do you look to see if the pictures on the page will help you? Do you try to find context clues that help you understand unknown words?* (Answers will vary.) Have students restate the suggestions to confirm understanding.

Text Genre

Novel

Clarify features Explain to students some of the features of a novel. Have students think about a story they have read. Have them complete a chart similar to the one on page 385 with information on the characters and plot of their stories. ***Say:*** *An* omniscient narrator *knows everything about every character in a story. The omniscient narrator can tell the story from all points of view.* Have them indicate if the story they read has an omniscient narrator.

Meet the Author

Armstrong Sperry

Explain author's background In 1925, Armstrong Sperry lived on the island of Bora Bora for a year. Eight years later, Sperry decided to write a children's book set in Polynesia. Because he had trained as an artist, he planned to tell the story entirely in pictures. He drew more than forty pictures and then gave each one a caption. The captions grew longer until finally they became the book *Call It Courage.* In 1940, Armstrong Sperry was awarded the Newberry Medal for *Call it Courage.*

Reading Focus Questions

Students should think about the Reading Focus Questions as they read *Call It Courage.* They will revisit the questions after reading the selection.

Reading Focus Sample Answers

1. It is about a courageous boy who saves his dog.
2. The author's purpose was to entertain.
3. A person can be fearful but fight against his/her fears.

Checkpoint Sample Answers

1. Any one of the following: reread, look at pictures, look for context clues
2. The omniscient narrator relates the words, actions, thoughts, and feelings of all the characters.

Call It Courage, reprinted with permission of Simon & Schuster Books for Young Readers, from *Call It Courage* by Armstrong Sperry. Copyright 1940 by the Macmillan Company. Copyright renewed © 1968 by Armstrong Sperry. All rights reserved.

Student Edition pages: 386–388; **Description of change:** Excerpted text from novel; **Rationale:** Fit

Read the Selection

CD 3, Track 11 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Tell students that the text they will read is part of a novel. The main character is not a real person and neither are the events of the story. However, the author based the events on his own experiences in Polynesia. Remind students to read actively.
- **Echo reading** Read sections of text aloud and have students reread the section as an echo.
- **Identify characters** After students read this page, discuss the characters. ***Ask:*** *How many characters are introduced on this page?* (three, Mafatu, his dog Uri, and the hammerhead shark) *How does Mafatu feel about the hammerhead shark? Why?* (He hates and fears the shark.)

Reading Fluency

CD Assisted Reading "Call It Courage," paragraphs 1–3

Reading Strategy

Teacher modeling Model the strategy for students. ***Say:*** *As I read, I look for clues to tell me what might happen next. Mafatu is angry at the hammerhead shark. The hammerhead robs fish from the traps that Mafatu sets. Mafatu has his knife today. I wonder if he will use it.*

Sample Answer
I think something will happen between Mafatu and the hammerhead shark. The author tells us that Mafatu is angry at the shark and has a knife today.

Reading 2
Literature

Call It Courage

by Armstrong Sperry

1 Uri sat on the edge of a raft, sniffing at the wind. Mafatu always took his dog along, for Uri howled **unmercifully** if he were left behind. And Mafatu had come to rely upon the companionship of the little yellow dog. The boy talked with the animal as if he were another person, consulting with him, arguing, playing when there was time for play. They were very close, these two.

2 This morning as they approached the spot where the fish trap was anchored, Mafatu saw the polished **dorsal** of the hated hammerhead circling slowly in the water. It was like a triangle of black **basalt**, making a little furrow in the water as it passed.

Reading Strategy
Read Actively
What do you **predict** will happen next? What clues does the author give you?

3 *"Aiá, Ma'o!"* the boy shouted roughly, trying to **bolster** up his courage. "I have my knife today, see! Coward who robs traps—catch your own fish!"



unmercifully without concern
dorsal fin on the shark's back
basalt type of rock
bolster build

Differentiated Instruction • Reading Comprehension

Scaffolding

Explain that the author often includes clues about what will happen next in the reading. ***Say:*** *You can use these clues to help you predict what will come next. Pay careful attention to details about the characters and the setting. These will help you understand what happens later in the story.*

Extension

Ask: *Why does Mafatu dive right into the water?* (to rescue Uri from the shark). Explain that this moment is the climax of the story. It is the moment that the story has been building up to. ***Ask:*** *What makes this the climax of the story?* (It is the most exciting part, and we don't know how it will end.)



4 The hammerhead approached the raft in **leisurely fashion**; it rolled over slightly, and its **gaping** jaws seemed to curve in a yawning grin. Uri ran to the edge of the raft, barking furiously; the hair on the dog's neck stood up in a bristling ridge. The shark, unconcerned, moved away. Then with a whip of its powerful tail it rushed at the bamboo fish trap and seized it in its jaws. Mafatu was struck dumb. The hammerhead shook the trap as a terrier might shake a rat. The boy watched, fascinated, unable to make a move. He saw the muscles work in the fish's neck as the great tail **thrashed** the water to **fury**. The trap splintered into bits, while the fish within escaped only to vanish into the shark's mouth. Mafatu was filled with **impotent** rage. The hours he had spent making that trap—but all he could do was shout threats at his enemy.

5 Uri was running from one side of the raft to the other, furious with excitement. A large wave **sheeted** across the reef. At that second the dog's shift in weight tipped the raft at a **perilous** angle. With a helpless yelp, Uri slid off into the water. Mafatu sprang to catch him but he was too late.

6 Instantly the hammerhead whipped about. The wave **slewed** the raft away. Uri, swimming **frantically**, tried to regain it. There was desperation in the brown eyes—the puzzled eyes so faithful and true. Mafatu strained forward. His dog. His companion . . . The hammerhead was moving in slowly. A mighty rage stormed through the boy. He gripped his knife. Then he was over the side in a clean-curving dive.

leisurely fashion an unhurried way
gaping opened wide
thrashed beat
fury anger
impotent without strength; weak
sheeted moved like something flat
slewed cut into thin, flat pieces

Reading Strategy

Read Actively
What words does the author use to help you visualize the hammerhead? Use a fix-up strategy if you have difficulty creating a mental image.

Reading Check

1. **Recall details** Why does Mafatu take his dog with him on the raft?
2. **Recall details** Why does Mafatu dive into the water?

Unit 6 • Chapter 2
Reading 2: Literature

Read the Selection

- **Prereading** Have students read the first sentence on the page. Then have them read the last two sentences on the page. ***Ask:*** *How is the mood of these two sentence different?* (the first is calm; the last two seem more desperate and angry) *What do you predict happens on this page?* (The hammerhead does something to upset Mafatu)
- **Echo reading** Read sections of text aloud and have students reread the section as an echo.
- **Interpret the image** ***Ask:*** *Is this an illustration or a photograph?* (photograph) *What does this photo show?* (a hammerhead shark) *Why do you think a photograph of a hammerhead was included on this page?* (to show the readers what a real hammerhead looks like)

Reading Strategy

Clarify Remind students that some *fix-up strategies* are rereading, looking at pictures, and looking for clues. ***Say:*** *Go back and reread paragraph 4. Look for the words the author uses to describe the hammerhead. You can also look at the photograph for help.*

Sample answer: gaping jaws, whip of its powerful tail, shook the trap as a terrier might shake a rat, the muscles work in the fish's neck, great tail thrashed the water

Reading Check Answers
1. Because Uri would howl if he were left behind.
2. To save Uri from the hammerhead shark.

Writing Strategies

Understand mood ***Say:*** *We learned in chapter 1 that an author uses certain words to set the mood of a story.* Explain that the mood is how a story makes you feel. Read these pages again. Have students identify the mood of the pages based on the clues given by the author. Have students compare the mood of these pages with the first page of the story.

Science Connection

Infer meaning from context ***Say:*** *Mafatu sees a hammerhead shark. Look at the picture on page 387. Why do you think this shark is called a hammerhead?* (Students should see that the shape of the shark's head is like a hammer.) Ask volunteers to find out more about the hammerhead shark. ***Ask:*** *Where are hammerheads found?* (in warm, tropical waters) *What do they eat?* (fish, other sharks, occasionally humans) *How big is a hammerhead shark?* (12 to 20 feet)

Read the Selection

- **Prereading** Point out the author's use of a sentence fragment in paragraph 7 for effect. (Deep, deep into the white belly.) ***Say:*** *Sometimes the author does not use complete sentences in the story. This helps the rhythm of the story. Sometimes sentence fragments help tell a story in a way that is more exciting or sounds more moment-by-moment. A sentence fragment is an incomplete sentence. Ask: In this sentence, what is missing?* (a subject and a verb)
- **Echo reading** Read sections of text aloud and have students reread the section as an echo.
- **Interpret the image** Have students guess what the picture shows based on their prior knowledge about the story.
- **Vocabulary development** Point out the word *hide* in paragraph 7. Explain that an animal's hide is its skin. ***Ask:*** *What is another meaning for the word* hide? (to put out of sight) ***Ask:*** *Which one is a noun?* (*hide* in the paragraph) *Which one is a verb?* (*hide* as in put out of sight)

Reading Strategy

Teacher modeling *This question is asking us to make a personal connection. First, we should think about how Mafatu feels having saved Uri. Then we should think about how we feel. Were you hoping Uri would be saved?* (Yes)

Reading Strategy Sample Answers
He feels thrilled to have his dog back safely. I feel the same way. I was worried that something bad would happen to Uri.



7 Mafatu came up under his enemy. The shark spun about. Its rough hide scraped the flesh from the boy's shoulder. In that instant Mafatu stabbed. Deep, deep into the white belly. There was a terrific **impact**. Water lashed to foam. Stunned, gasping, the boy fought for life and air.

8 It seemed that he would never reach the surface. *Aué,* his lungs would burst! . . . At last his head broke water. Putting his face to the surface, he saw the great shark turn over, **fathoms** deep. Blood flowed from the wound in its belly. Instantly gray shapes rushed in—other sharks, tearing the wounded hammerhead to pieces.

Reading Strategy

Read Actively How do you think Mafatu feels here? Do you feel the same way? Explain why or why not.

9 Uri—where was he? Mafatu saw his dog then. Uri was trying to pull himself up on the raft. Mafatu seized him by the **scruff** and dragged him up to safety. Then he caught his dog to him and hugged him close, talking to him foolishly. Uri yelped for joy and licked his master's cheek.

10 It wasn't until Mafatu reached shore that he realized what he had done. He had killed the *ma'o* with his own hand, with **naught** but a bone knife. He could never have done it for himself. Fear would have robbed his arm of all strength. He had done it for Uri, his dog. And he felt suddenly **humble**, with **gratitude**.

impact forceful contact
fathoms measurement of water depth
scruff back of the neck
naught nothing
gratitude thanks

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Model using a **Venn Diagram** to help students find similarities and differences between the two readings in Chapter 2. Remind students to show similarities where the circles meet and to list differences in the two outer sections. Have students use the diagram to discuss how the two stories are alike and different. Remind them to use complete sentences in their discussion.

Extension

Have students write brief summaries of the two readings in Chapter 2. ***Ask:*** *How do the readings connect to the theme of courage?* (The first one shows how we use courage to face great challenges; the second shows how we can be courageous when we love someone.)

After Reading 2

Reading Comprehension Questions

Think and Discuss


Workbook page 257


Independent Practice CD-ROM/Online

1. **Describe** What happens to Uri when the wave hits the raft? Use Key Vocabulary in your answer.
2. **Interpret** Read the last sentence in the story. Why does Mafatu feel **humble**? Why does Mafatu feel gratitude?
3. **Identify conflict and resolution** What is the main conflict in this reading? How is it resolved?
4. **Recognize and explain figurative language** Reread paragraph 4. Find an analogy. Explain the relationships in the analogy.
5. **Infer** How do Mafatu and Uri feel about each other? How do you know?
6. **Make a judgment** Mafatu puts himself in danger to fight the hammerhead. When is putting oneself in danger courageous? When is it reckless?
7. **Revisit the Reading Focus Questions** Go back to page 385 and discuss the questions.

Spelling

Greek and Latin Roots


Workbook page 258


Independent Practice CD-ROM/Online

Writing Conventions

Punctuation: Adverbial Clauses


Workbook page 259


Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme "Courage." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the genre?	What is the turning point?	What is the resolution?
Coaching Brian			
Call It Courage			

2. With a partner, ask and answer these questions.
   a. How do Charlie and Mafatu show courage similarly through their actions? In what ways are their actions different?
   b. What is one image you remember from each reading? Why did that image stay in your mind?
   c. What did you learn about courage from Charlie? What did you learn about courage from Mafatu?
3. **Revisit the Chapter Focus Question** What characteristics do courageous people display? Use examples from "Coaching Brian" and *Call It Courage* to answer this question.

Reteach and Reassess

Progress-monitoring assessment Review the reading strategy: read actively. ***Say:*** *Good readers use different strategies to help them understand what they read.* Ask students to talk about the reading strategies they used when they read *Call it Courage.* Ask students how the illustrations and photograph helped them understand the story.

Social Studies Connection

Relate to personal experience ***Say:*** *Mafatu discovered that he had more courage than he knew.* ***Ask:*** *Have you ever discovered you had courage you didn't know about?* Ask students to talk about times they found they had additional courage (meeting new people, facing a bully). *Ask them how they felt after this event. Then have them describe how Mafatu must have felt when he returned to his island* (proud, brave, surprised at his own courage).

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. Uri's shift in weight tipped the raft at a perilous angle and Uri slid into the water.

"Think and Search"
2. He felt humble to realize what he was capable of. He felt gratitude because his dog had been saved.
3. The shark keeps stealing fish from Mafatu's trap, and it starts to go after Uri when he falls in. Mafatu dives in and kills the shark.
4. The hammerhead shook the trap as a terrier might shake a rat. This compares a dog shaking a rat in its mouth to the shark shaking the trap.

"Author and You"
5. They like each other very much. Mafatu risked his life to save Uri. Uri was very grateful to him.

"On Your Own"
6. Answers may vary.

Revisit the Focus Question
7. See sample answers on page 385.

Spelling

Greek and Latin roots Students will learn more about spelling Greek and Latin roots on page 258 of the Workbook.

Writing Conventions

Punctuation: Adverbial Clauses Students will learn more about when to use commas with adverbial clauses on page 259 of the Workbook.

Connect Readings 1 and 2

Connect to theme Encourage students to make connections every time they read and to think about the similarities and differences of characters, events, and places in other readings.

Sample Answers

1. Genre: Narrative nonfiction / Fiction; Turning point: when Charlie realizes that he is dying / when Mafatu realizes he has to save his dog, Uri; Resolution: Charlie forces himself to get up and go to the track / Mafatu kills the hammerhead and saves Uri
2. a. They both face fearful situations with bravery.
   b. I remember Brian winning his first race. It stayed in my mind because it was the first time he did what Charlie told him to and it worked. I remember Uri falling into the water. It stayed in my mind because it was scary.
   c. Charlie taught me that even if you think you can't do something, you need to make yourself do it. Mafatu taught me that if you really love someone, you will do anything to help them.
3. Some characteristics are: bravery, impulsiveness, determination.

Listening and Speaking

Give a Speech of Appreciation

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** ***Ask:*** *What does* appreciation *mean?* (expressing thanks for someone's actions or example) *Why would there be an Appreciation Day for Charlie Kane?* (so that people could thank him for what he had done)
- **Practice** Have students think about the different characters and their different points of view. Have them write a few words that tell the characteristics of each person before they get started. ***Say:*** *Remember that each person is different. He or she would have something different to say on Appreciation Day for Charlie.*

Reading Fluency

Repeated Reading Listening and Speaking

Phrases for Conversation

Wishes and Desires

Have students use the suggested Phrases for Conversation in their speeches. Have students practice these phrases with people they are familiar with (classmates, family members) For example, *I would like to be an artist one day.*

Reading Fluency

Use Emphasis to Express Meaning

Instructional Routine for Reading Fluency page Txxviii

Clarify ***Say:*** *Emphasis is the stress we put on words as we speak. Sometimes you can change the meaning of a sentence just by changing the emphasis. Listen to this sentence:* José has *two* brothers. *Now listen to this sentence:* José has two *brothers. Did you hear the difference? How did the meaning change when the emphasis changed?* (The first sentence meant that he had two brothers instead of different number; the second sentence meant that he had two brothers, instead of sisters.)

Listening and Speaking

Give a Speech of Appreciation



On July 4, 1939, the New York Yankees baseball team held an Appreciation Day for Lou Gehrig at Yankee Stadium. Gehrig had played his last game two months before and learned that he had ALS a month after that. He gave a famous speech thanking his team and the fans.

Role-play an Appreciation Day for Charlie Kane. The speakers should be Brian, Sue, Charlie, and Charlie's son.

1. Work with your classmates in groups of four. Decide who will take each role.
2. Prepare for your speech of appreciation.
   a. Find information from "Coaching Brian" that shows the point of view and feelings of the person you represent.
   b. Use the information to express feelings about Charlie. Use cause/effect to show the positive influence Charlie has had. Share experiences and anecdotes about Charlie. Make note cards of what you would like to say.
   c. Practice making your statements of appreciation.
3. Deliver your statement of appreciation.
   a. BRIAN, SUE, OR CHARLIE'S SON: Use expressions that show your feelings for Charlie. Speak clearly and in a friendly tone. Pause between points.
   b. CHARLIE: Look at the person or persons you are thanking in each part of your speech. Use a tone of voice and expressions that show your appreciation.
4. Discuss the speeches with your classmates.
   a. Did the statements of appreciation capture the point of view of the person described in the article?
   b. Were the statements delivered in a way that made you understand how the person felt?

Phrases for Conversation

Expressing Wishes and Desires

I wish that ...
I hope that ...
I want to ...
I would like to ...

Reading Fluency

Use Emphasis to Express Meaning

Fluent readers know which words to emphasize as they read. Placing emphasis on different words or phrases within a sentence can change its meaning and the author's intent.

1. Read aloud this sentence from "Coaching Brian": "The best distance runners in the country were there."
   a. Read the sentence. Place the emphasis on the word *best.*
   b. Read the sentence again. Place the emphasis on *distance.*

Differentiated Instruction • Listening and Speaking

Scaffolding

Point out that the phrases *I would like to...* and *I wish that...* will help students show each character's point of view during the Appreciation Day speeches. ***Ask:*** *Who do you think you might use the phrase* "I would like" to *in a speech on Appreciation Day?* (Brian, Sue, and Charlie's son could use the phrase when talking about how they would like to thank Charlie.)

Extension

Have students think about Mafatu from the story "Call It Courage." Have them use the phrases for conversation in the student book to talk about his wishes and desires, based on what they know about him. Have volunteers present each version of Mafatu's responses to the class using the notes they took.

2. Talk with a partner about how placing the emphasis on a different word changes the meaning of the sentence.
3. Read paragraphs 20–23 of "Coaching Brian."
   a. Think about the meaning of the text as you read the sentences silently.
   b. Now read the text aloud. Place the emphasis on the words that you think express the author's intent.
   c. How did your partner interpret your reading?

Vocabulary Development

Word Origins

The English language is constantly changing and growing. The dictionary provides information about the history of words that have long been part of the English language. It also gives the sources of new words. The following entry shows that the word *courage* comes from Middle English, Old French, and Latin.

> **courage** (kûr'ĭj, kŭr'-) *n.* The state or quality of mind or spirit that enables one to face danger, fear, or vicissitudes with self-possession, confidence, and resolution; bravery. ETYMOLOGY: Middle English *corage*, from Old French, from Vulgar Latin **corāticum*, from Latin *cor*.

Many of the words used in English come from Latin and Greek. The English language also contains words from many other languages and cultures.

American Indian	chipmunk, moccasin, raccoon, skunk
Dutch	cookie, iceberg, slim, wagon
French	garage, liter, menu, picnic, souvenir
German	delicatessen, hamster, nickel, pretzel, zinc
Italian	confetti, lagoon, pizza, stanza, volcano
Spanish	cafeteria, alligator, fiesta, mosquito, tornado

Search in a dictionary for the origins of each of the following words.

1. piano
2. patio
3. chocolate
4. kindergarten
5. technique
6. canyon

Checkpoint
How can you find out the origin of words in the English language?

Vocabulary Log · Workbook page 260 · Independent Practice CD-ROM/Online

Home Connection

Relate to personal experience Have students think about someone at home that they would like to thank. Have them imagine that they are giving an Appreciation Day speech about that person. They should write a short speech that explains who the person is, what the person means to them, and why they are giving a speech to show their appreciation. Have volunteers read their speeches to the class, but then encourage them to read it to their families and especially the appreciated one at home.

Social Studies Connection

Discuss examples Students from other cultures may not be aware of how many words Americans use that come from other languages. Have volunteers look up the origins of these common American words: *boss* (Dutch), *omelet* (French, *moose* (Native American), *cookie* (Dutch), *ranch* (Spanish). You may want to keep a classroom borrowed words list and add new words throughout the year.

Vocabulary Development

Word Origins

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

- **Clarify and define** Explain that many English words come from other languages. ***Say:*** *The United States is made up of people from many different cultures. Sometimes people have brought words with them to this country. These words have now become a part of the English language. There are several reasons for this. For example, if there were no word in English, it might be borrowed from another language. This is especially true of many Native American words that have become part of English.*
- **Apply** Have students apply their knowledge of word origins when they read new passages so that they can determine the meaning of words and phrases that they don't know.
- **Practice** Use the Two-Column Chart to help familiarize students with these words and where they came from. Students may suggest other words to add to the chart.

Reading Fluency

Paired Reading Vocabulary Development

Answers
1. Italian
2. Spanish
3. Spanish
4. German
5. French
6. Spanish

Checkpoint Sample Answers
1. piano (Italian), 2. patio (Spanish), 3. chocolate (Native Mexican-American: Nahuatl), 4. kindergarten (German), 5. technique (French), 6. crayon (French)

Grammar

Present/Future Real Conditionals

Instructional Routine for Grammar
page Txxxii

- **Preteach** ***Say:*** *"If it is cold out, I always wear gloves." This is a conditional sentence. One action depends upon another. This is an example of a present real conditional. It describes an action that depends upon another action that is routine.*
- **Teach** Write a **Two-Column Chart** on the board with the headings *If (Cause)* and *Then (Result).* ***Say:*** *Conditional sentences always say* if *this happens,* then *that happens. We always use the word* if *but we don't always say the word* then. *The* if *clause states a cause. The* then *clause states a result.* On the board, write in the *If* column: *If it snows.* ***Ask:*** *What would you always wear when it snows?* (a jacket, hat, gloves) Write on the board in the *Then* column: *I always wear a jacket.* ***Say:*** *This is called a* present real conditional *because the verb in the result clause is in the present tense.*
- **Apply** Read the sample sentences in the chart. Have students work in pairs to write original sentences by using the first part of the sentence in the chart and substituting their own phrases for the result clauses.
- **Practice** Have students compare their answers with a partner. Go over the answers and remind students to ask questions about any answer they do not understand.
- **Extend** Ask questions that students must answer using present or future real conditionals. For example: *If you wake up too early, what do you do? If you are late for school tomorrow, what will you do?*

Practice the Grammar Sample Answers
1. bring a present 2. will wear a dress
3. will eat later 4. reads 5. will visit

Use the Grammar Answers
1. If I am hungry after school, I get a snack.
2. If the telephone rings, I answer it.
3. If someone calls my name, I look to see who it is.
4. If I'm not busy tomorrow, I will see a movie.
5. If my friend visits me this weekend, we will stay up late.
6. If I go to New York, I will stay with my cousin.

Grammar Expansion Past Unreal Conditionals

Students will learn more about past unreal conditionals on Workbook page 263.

Grammar

Present/Future Real Conditionals

Conditional sentences describe actions that depend on another action. The action in the **result clause** depends on the action in the ***if* clause**.

Present Real Conditionals

If Clause (simple present)	Result Clause (simple present)	Use
If it **rains,**	I always **wear** my rain boots.	To describe actions that depend on actions that are: • habits or routines • facts or general truths

Future Real Conditionals

If Clause (simple present)	Result Clause (simple future)	Use
If Ina **rides** the bus tomorrow,	she **will arrive** early.	To describe future actions that will happen (result clause) if another future action happens (*if* clause).

Grammar Expansion
Past Unreal Conditionals
Workbook pages 263 · Independent Practice CD-ROM/Online

Use a comma after the *if* clause when it comes before the result clause. Do not use a comma when the result clause comes first.

If I have time, I read my library books.
I read my library books if I have time.

Practice the Grammar Complete the result clause in each sentence. Be sure to use the correct form of the verb.

1. If I go to a birthday party, I always (bring) ____.
2. If I go to Sam's party next week, I (wear) ____.
3. If Luis plays soccer during dinner tonight, he (eat) ____.
4. Tanya usually (read) ____ if she has time before school.
5. Tanya (visit) ____ if she has time next Monday.

Use the Grammar Independently Write three present real conditional sentences and three future real conditional sentences.

Workbook page 261 · Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Have students work in pairs. Have them use a Two-Column Chart like the one on the board with the two headings *If* and *Then.* Have them take turns filling out each column using the present real conditional. Give an example: (Student 1) *If it is hot...* (Student 2)*...I always wear a t-shirt.* Then have them repeat the exercise using future real conditionals.

Extension

Have students work in pairs to create at least three sentences about the selections. Each sentence should use the present real conditional. For example, "If Mafatu goes fishing, Uri always goes with him." Ask them to change each present real conditional into a future real conditional sentence. "If Mafatu goes fishing tomorrow, Uri will go with him." Have them share their sentences with another pair. Ask the other pair to identify the *if* clause and the result clause in each sentence.

Present/Future Unreal Conditionals

In **real conditionals,** the situations in the *if* clause are possible. In **unreal conditionals,** the actions in the *if* clause are not real or true. They are imaginary situations.

Present Unreal Conditionals

If Clause (simple past)	Result Clause (**would** + base form)	Use
If I **were** rich,*	I **would give** money to schools.	To describe imaginary situations in the present and actions the speaker would do if the situations were real.
If Luis **saw** me,	he **would say** hi.	

*In the present and future unreal conditionals, use **were** for singular and plural subjects. (NOT: If I **was** rich,...)

Future Unreal Conditionals

If Clause (simple past)	Result Clause (**would** + base form)	Use
If Tina **had** a car,	she **would** drive to the store.	To describe imaginary situations in the future and actions the speaker would do if the situations were real.

Practice the Grammar Complete the *if* clause with the correct form of the verb. Then complete the result clause with your own information.

1. If I (have) ____ a week of vacation, I ____.
2. If I (be) ____ the president, I ____.
3. If I (travel) ____ to space tomorrow, I ____.
4. If my home (be) ____ on the beach, I ____.
5. If my family (move) ____ to another place next year, I ____.

Use the Grammar Independently Write three present unreal conditional sentences that describe imaginary situations in the present. Then write three future unreal conditional sentences that describe imaginary situations in the future.


Workbook page 262


Independent Practice CD-ROM/Online

Grammar Expansion
Review of Conditionals


Workbook page 264


Independent Practice CD-ROM/Online

Checkpoint
What is the difference between a **real conditional** and an **unreal conditional**?

Grouping Strategies

Guided practice Place students with the same language background in pairs or small groups to practice and reinforce conditional sentences. Students can share strategies and techniques they have developed that help them learn grammar and conventions. If necessary, one student can clarify the English concept for another student using their native language. After the pair works together, have volunteers share with the class the differences between the English concept and their native language. Take notes on the students' observations for use as a reference.

Reteach and Reassess

Relate to personal experience Ask students to pretend that they have just won one million dollars in a contest. They need to tell what they would do with the money they won. Write this sentence beginning on the board: *If I were the winner of the contest...* Ask them to compete the sentences telling what they would do with the prize money. Ask them to make other statements beginning them with an unreal conditional verb in the opening clause.

Grammar (cont.)

Present/Future Unreal Conditionals

- **Preteach** ***Say:*** *There is another kind of conditional sentence. These sentences talk about things that are impossible or will not happen. For example: If I were a queen, I would ride in a chariot. I am not a queen. I will never be a queen. So this is an unreal conditional.*
- **Teach** Use the chart on page 393 to explain that unreal conditionals include an *if* clause. Explain that the future unreal conditional is used when the speaker is quite certain that the future situation will not happen.
- **Apply** Have students use the phrase, *If I were rich...* to come up with a list of answers in the present unreal conditional. Have volunteers read their sentences aloud.
- **Practice** Have students work on their answers with partners. Students should speak the sentences aloud to help them get a sense of the correct form of the verb.
- **Extend** Have students share their answers for Use the Grammar Independently with a partner. Have volunteers read their partners' sentences aloud to the class.

Practice the Grammar Answers

1. If I had a week of vacation, I would go to Florida.
2. If I were the president, I would end poverty.
3. If I traveled to space tomorrow, I would visit the moon.
4. If my home was on the beach, I would make sand castles every day.
5. If my family moves to another place next year, I will make new friends.

Use the Grammar Answers

1. If my brother were home, we would play a game.
2. If I were at the ocean, I would be swimming in the waves.
3. If I my teacher called on me, I would answer her question.
4. If I were a race car driver, I would win all the races.
5. If I were a cat, I would sleep in a sunny place.
6. If I lived in Alaska, I would go sledding every day.

Grammar Expansion
Review of Conditionals

Students will review real and unreal conditionals on Workbook page 264.

Checkpoint Answers

In a real conditional, the situation in the *if* clause is possible. In an unreal conditional, the situation in the *if* clause is not real or true.

Writing Assignment

Creative Writing: Write a Narrative from a Different Point of View

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: Three-Column Chart

Teacher Resources: Rubrics: Rubric for Writing Assessment

- **Vocabulary review** Remind students to use Key Vocabulary and Academic Vocabulary words in their writing whenever possible.
- **Explain first-person narrative** Remind students that they have learned what a *nonfiction narrative* is. Tell students that they will now write a *first-person* narrative. Explain that a first-person narrative is a story told from one character's point of view. ***Say:*** *A first-person narrative uses the words* I *and* me. *The narrator is a character in the story.*
- **Grammar review** Explain that students can use conditional sentences when they are talking about an action that depends upon another action. You may wish to provide students a sample list of *if* clauses such as, "if I do something...," and "if I were...I would."

Writing Prompt

Interpret writing prompt Discuss the writing prompt with students. ***Say:*** *Think about the part of the story you want to write about. Choose a part that you liked the best or found the most interesting. If you are interested in what you are writing, it will be a much better narrative.*

Read the Student Model

- **Analyze** Discuss the student model with students. ***Ask:*** *What details from the story did the student include?* (details about Uri and what they were doing) *What other details does this model include that lets you know the narrative is from Mafatu's point of view?* (Mafatu's thoughts and feelings about Uri; the words *I* and *me*) *What is an example of a conditional sentence in this model?* (If I need advice, I ask him.)
- **Grammar review** Ask students to find examples of conditionals in the model (*If I need advice...If he does something...If he talked...*).

Reading Fluency

Choral Reading Student Model

Writing Assignment

Creative Writing: Write a Narrative From a Different Point of View

Build Your Knowledge

When you write, use the purpose, audience, length, and any format requirements to guide the focus, organizational structure, and point of view you choose for your writing.

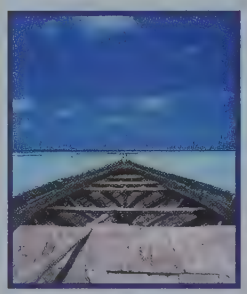
Writing Prompt

You learned that Armstrong Sperry wrote *Call It Courage* from the omniscient point of view. Imagine that you are Mafatu and write a part of the story from your point of view. Your writing will be in first-person, so remember to use the pronoun *I*. Try to capture Mafatu's thoughts and actions. Use real and unreal conditionals when appropriate.

Write Your First-Person Narrative

1. **Read the student model.** This student wrote the first part of the story from Mafatu's point of view.

Student Model



I take my dog, Uri, everywhere I go. He's my companion, and I rely on him for everything. If I need advice, I ask him. If he does something that I don't like, I argue with him. If he talked, he would probably argue back. We are very busy, but we always find time to play together. Uri and I are very close.

This morning, we were out on the raft. I was sitting on the edge, sniffing the sea in the wind. We were approaching the spot where our fish trap was anchored. That's when I saw the hammerhead's shiny dorsal circling in the water.

Workbook page 265

Differentiated Instruction • Writing Assignment

Scaffolding

Have students read the student model and identify details that show Mafatu's point of view. Help them get started by using an example from the model. (Uri and I are very close.) Have students work in pairs to identify all the details in the student model. Have them refer to these examples for guidance when writing.

Extension

Read aloud the first paragraph of the student model. Explain that the narrative begins with an introduction about the characters before getting into the action. Help students think about the introduction to their narratives. ***Ask:*** *What details should you give the reader to introduce your narrative? What will help the reader understand the characters and the setting?*

2. **Prewrite.** Select the event in the story that you want to turn into a first-person narrative. Reread the part of the story that relates to the event you've chosen. Ask yourself these questions and take notes.
   a. What do Mafatu and Uri see, hear, and touch?
   b. How do they act?
   c. How do they think and feel?
3. **Write your draft.** Provide a clear context for the event. Describe the event from Mafatu's point of view, using the details you noted. Think about how you would feel and act if you were Mafatu. Go back through the story to be sure you have included all the details in Armstrong Sperry's account.
4. **Revise.** Read aloud your account quietly to yourself. Fix your description to read more smoothly. Make sure you consistently use the voice of Mafatu.
   Use the **editing and proofreading symbols** on page 435 to mark any changes you want to make.
5. **Edit.** Reread your revised copy for errors in grammar, usage, mechanics, and spelling. The **Writing Checklist** will help you find any problems and errors.
6. **Publish.** Read your first-person account to a classmate. Then compare both accounts. Does it sound like the same character is speaking?

Writing Suggestion

As you write narratives, include ideas, observations, and recollections of the events and experiences that are described. Be sure to show why the event or experience is memorable.

Writing Checklist

1. I consistently used the voice and language of Mafatu.
2. I included sensory details that relate to sight, sound, and touch.
3. I remembered to add details from the author's original story.
4. My description is organized in a way that makes sense.
5. I used conditionals correctly.
6. I used correct indentation.
7. I used first-person pronouns correctly.

Writing Support

Punctuation

Apostrophes

An apostrophe is punctuation (') that appears at the end of a word or between letters in a word. Apostrophes are commonly used for two purposes:

1. to make nouns possessive: **dog's** bone **students'** desks **children's** toys
2. to show dropped letters in contractions: do not **don't** I am **I'm** she will **she'll**

Apply Look for places in your draft where you can show possession or combine words into contractions using apostrophes.


Workbook pages 266–268


Independent Practice CD-ROM/Online

Art Connection

Connect Have students draw the scene from the story that they will write about. Have students include all the characters and as many details as possible. Have them write a caption for their illustrations, explaining what is happening. Have them refer to their illustrations for ideas as they write their narratives.

Social Studies Connection

Relate to personal experience Have students think about what they learned from the story. *What are some of the features of Polynesia? How will climate, the ocean, and the boat affect the story?* Have students think about themselves in the action with Mafatu. *What do they see, hear, smell? How would they feel in the tropical waters in a small wooden boat with a shark circling?* Remind them to use these feelings as they write.

Unit 6 • Chapter 2
After Readings 1 and 2

Prewrite

- **Use the graphic organizer** Have students use a **Three-Column Chart** to keep track of details about Mafatu and Uri's experiences. Write these column headings on the board: *Sensory Images/Actions/Thoughts and Feelings.* Explain that the sensory images will be what the characters see, hear, and touch.
- **Writing process** ***Say:*** *The chart is a tool for organizing your thoughts before you write. It's a guideline. If you think of something else while you are writing, you can add it to your narrative.*

Write Your Draft

Tell students to keep the emotions of Mafatu in mind as they write their first-person narratives. Have them go back through the reading and look for adjectives and adverbs that describe his feelings.

Revise

Tell students that revising is an important step in any writing assignment. Have them take this opportunity to correct mistakes, add details, and make improvements.

Edit

Remind students to check their spelling when they edit. Tell students to use a dictionary or a spellchecker on the computer. Remind them to use correct capitalization and punctuation.

Publish

Remind students that because they are reading a first-person narrative, they should speak with the same emotions of Mafatu. Have them vary their intonation, expression, and pace to add feeling when reading their narratives to a classmate.

Writing Checklist

Students should use the Writing Checklist after they complete their first drafts. The checklist includes important points they should be sure to cover during the editing process.

Writing Support

Say: *We use apostrophes to show that something belongs to someone. We also use apostrophes in contractions. The apostrophe goes in place of the dropped letter.* Write the following phrases or words and have students add apostrophes correctly: *the cats bowl; Lucys friend; shouldnt; didnt* (the cat's bowl OR the cats' bowl-for 2 cats; Lucy's friend; shouldn't; didn't)

Unit 6 • Chapter 2
Check Your Progress

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check

The Progress Check is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
commitment: a promise to do something; *confront:* challenge, accost, encounter, oppose; *daunted:* overwhelmed by something; *relent:* to give in; *resolve:* determination; *urge:* to try to persuade someone to do something: *frantically:* in a distressed, distracted, hectic, or raging way; *humble:* not prideful; *perilous:* full of danger

Academic Vocabulary
personal: belonging to only one person; *react:* to act in a particular way to something; *refer:* to direct attention to someone or something

Reading Strategies
They draw on their prior knowledge and experience. They use different strategies to understand what they read.

Text Genres
narrative nonfiction; novel

Reading Comprehension
The message of "Coaching Brian" is that people can act courageously and help others even if they have a serious disease; the message of "Call it Courage" is that sometimes people do brave things to help others.

Spelling
bio = life; graph = record; onym = name; scien = know

Writing Conventions
When it appears at the beginning of a sentence, a comma should follow the adjective clause.

Text Element
Headings help you know what the main idea of a section is.

Listening and Speaking
I wish that…
I hope that…
I want to…
I would like to…

Vocabulary Development
Sample answers: cookie (Dutch), piano (Italian), garage (old French/German), picnic (German/French), moccasin (Native American: Ojibwa or Powhatan)

Grammar
You use present and future real conditionals to talk about real situations. You use present and future unreal conditionals to talk about things that will probably never happen.

Writing Support: Punctuation
to show possession and to form contractions

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean? • **commitment, confront, daunted, relent, resolve, urge** • **frantically, humble, perilous**	372 384
Academic Vocabulary	What do these academic vocabulary words mean? • **personal, react** • **refer**	373 382
Reading Strategies	What do good readers draw on to make **personal** connections to a text?	373
	What do good readers do when they read actively?	385
Text Genres	What is the text genre of "Coaching Brian"?	374
	What is the text genre of *Call It Courage*?	385
Reading Comprehension	What is the message of "Coaching Brian"?	383
	What is the message of *Call It Courage*?	389
Spelling	Identify the roots in these words: biography, synonym, omniscient. What does each root mean?	389
Writing Conventions	When does an adverbial clause need a comma?	389
Text Element	How do **headings** help a reader to understand narrative nonfiction text?	383
Listening and Speaking	**Phrases for Conversation** What phrases can you use to express wishes and desires?	390
Vocabulary Development	Name five words from other cultures that have become part of the English language.	391
Grammar	When do you use the **present and future real conditionals**? When do you use the **present and future unreal conditionals**?	392–393
Writing Support: Punctuation	What are the two most common uses of **apostrophes**?	395

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

A Winning Moment

Lou Gehrig walked onto the field with resolve in his eyes. He stopped at the microphone. He looked around Yankee Stadium. It was filled with 62,000 fans who had come to honor him. He thanked his fans, his coaches, and his family. He described the horrible disease that ended his amazing baseball career as simply "a tough break." He claimed to be the "luckiest man on the face of this earth." His speech was short but powerful. After Gehrig finished talking, he left the field forever, but with a smile. His life is an example of how to react to personal difficulties with courage and humility.

1 **What does the word resolve mean in the following sentence?**

> Lou Gehrig walked onto the field with resolve in his eyes.

A determination
B fear
C gratitude
D humility

2 **Which is the best question you can ask to clarify the following sentence?**

> He described the horrible disease that ended his amazing baseball career as simply "a tough break."

A Where did he play baseball?
B What other sports did he play?
C Which teams did he play on?
D What disease did he have?

3 **What is the main idea of this passage?**

A Lou Gehrig's disease was horrible.
B Lou Gehrig played baseball well.
C Lou Gehrig showed how to be courageous and humble.
D Lou Gehrig was lucky.

4 **What is the genre of this text?**

A a novel
B an informational text
C a personal narrative
D a narrative nonfiction

Writing on Demand: First-Person Narrative

Write this event from Lou Gehrig's perspective. Imagine what he saw, felt, and said. Remember to use *I* throughout the paragraph. **(20 minutes)**

Writing Tip
Try combining short sentences with conjunctions such as *and, but,* and *or.*

Study Skill

Critical Thinking

Critical thinking is the ability to make judgments about information we read or hear. To help your students become critical thinkers, remind them to ask themselves these questions:

- What is the question?
- What conclusion does the author or speaker reach about this question?
- What are the author's or speaker's reasons for believing as he or she does?
- What is the author trying to persuade me to think or do?
- Has the author or speaker used facts or opinions?
- Has the author used details or examples that support his or her opinions?
- Has the author or speaker used emotional words to persuade me to agree?

Do I agree with the author, or do I want more information before making up may own mind?

Unit 6 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 6, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 6, Chapter 2 Quiz
- **Milestones Tracker:** Unit 6, Chapter 2 Quiz
- **Workbook:** Assesment Practice Pages

Assessment Practice

Test-Taking Strategies

- **Teach** ***Say:*** *When you are answering a multiple-choice question with four choices, remember that three of the answers are wrong. Try to find the wrong ones and then look at those that are left. Choose from the remaining answers.*

Reading Fluency

Echo Reading "A Winning Moment"

Answers
1. A
2. C
3. D
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Remind students to look for the important words in the writing prompt to help them figure out what they should write about. Point out that that a first-person narrative is a story told from a character's point of view. ***Ask:*** *Which words give you clues about the topic of your first-person narrative?* (this event, Lou Gehrig, perspective) ***Say:*** *Check the important words as you write to make sure you are not forgetting anything.*
- **Organize quickly** Tell students to think about things that Lou Gehrig would have seen and felt during that speech. ***Say:*** *Write a few words to organize your thoughts. What few things do you think should be included?*
- **Revise** ***Say:*** *Look back at the writing prompt. Make sure that you included everything the prompt asks for. Reread what you wrote and add more details.*
- **Edit** ***Say:*** *Reread your narrative and look for punctuation, capital letters, and misspelled words. Correct your work neatly.*

Listening and Speaking Workshop

Present a Response to Literature

- **Instructional Routine for Listening and Speaking** page Txlii
- **Teacher Resources:** Rubrics: Rubric for Oral Presentations, Rubric for Speaking Assessment
- **Review** Remind students to use new Key Vocabulary words in their presentations, when appropriate.
- **Focus on the topic** Have students think about the thoughts, words, and actions of the characters they read about in this unit. ***Say:*** *When thinking about characters, contrast the reasons why they acted courageously.* ***Ask:*** *Were their motives selfish,* meaning they only thought about themselves? *Were their motives selfless,* meaning they didn't think about themselves? *Did they only think about others? What other motives did they have for acting as they did?*
- **Teacher modeling** Review good oral delivery strategies with students. Show them how to speak while using eye contact, appropriate gestures, and body language. Model a good speaking volume and pace. Remind students to use appropriate intonation patterns, and put stress on important words. *How* students speak can make listeners interested in *what* students say.
- **Determine purpose for listening** ***Say:*** *These presentations will talk about two characters we read about. Listen to the presentations and try to learn something new about the characters. Ask yourself: How did the characters act in a courageous way? What is one way I did not think of before?*
- **Organization and delivery of oral communication** ***Say:*** *To deliver a good response to literature orally, summarize the significant events of the story. Talk about the characters in a way that shows that you understand their courageous actions. Be sure to use examples from the texts to support your conclusions.*
- **Explain attentive listening** Remind students that it is important to respect those who are giving presentations by being quiet and listening to what they say.

UNIT 6
Apply & Extend

Objectives

Listening and Speaking
Present a response to literature

Media
Analyze advertising techniques

Writing
Write a suspense story

Projects

Independent Reading

Listening and Speaking Workshop

Present a Response to Literature

Topic

A **response to literature presentation** is a way to share your reactions to a story. In this presentation, you will discuss two characters you read about in this unit. You will describe the characters' thoughts, words, and actions. Then you will tell how the characters reflect what courage means to you.

1. **Choose characters that reflect your view of courage.**
   They can be from the same story or different stories.
2. **Respond to each character's thoughts and actions.**
   a. What personality traits do you think each character has? Think of adjectives to describe them.
   b. What does the word *courage* mean to you?
   c. How do the characters' thoughts, words, and actions fit with your ideas of courage?
3. **Plan your presentation.**
   Use the answers to the questions above to guide your presentation. Find examples from the stories that support your ideas. Plan an introduction and a conclusion that give the main ideas and most important supporting examples. Use structures, such as similarity/difference and posing/answering a question, to make your points.
4. **Organize your presentation.**
   Write your ideas on note cards. Use one note card for each idea. Then put your note cards in a logical order.
5. **Practice, present, and evaluate the presentations.**
   a. Practice in front of a mirror with your note cards.
   b. Deliver your presentation to the class. Choose words and phrases carefully to make your meaning clear.
   c. After you finish your presentation, use the **Speaking Evaluation** to evaluate how well you think you did. Use the **Active Listening Evaluation** to evaluate your classmates' presentations.
6. **Discuss and compare your responses about courage.**
   a. Did everyone respond to the characters' thoughts and actions in the same way? Why do you think that was the case?
   b. Which ideas about courage do you all share?

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Review personality traits. ***Say:*** *A personality trait tells you what a person is like or how he or she acts.* Give some examples of personality traits (nice, funny, smart, brave). Explain that students will talk about two characters and how their personality traits represent courage to them. This means they will think about how the things the characters do and say are courageous. Have students use a **Cluster map** to plan their presentations. Explain that the center circle should list the name of a character and the outer circles should be words associated with the character's personality.

Extension

Have students who chose the same characters come together as a group and create a group response. Have students share examples of the characters' thoughts, words, and actions that represented courage to them. Students should use both illustrations and textual clues to support their answers. Have groups share their findings with the class.

Active Listening Evaluation
1. The speaker expressed his or her views in a clear, organized way.
2. The speaker spoke confidently.
3. The speaker's tone was clear.
4. The presentation helped me make inferences and draw conclusions about the characters.
5. I learned more about the characters and how they showed courage.

Speaking Self-Evaluation
1. I presented my ideas in a logical order.
2. I used examples from the stories to support my ideas.
3. My language was appropriate to the occasion and audience.
4. I used the characters' personality traits to share my **personal** view of courage.

Media Workshop

Analyze Advertising Techniques

An **advertisement** is a form of persuasive writing. Advertisements often use **glittering generalities** to attract customers. Glittering generalities are statements that may not be true for everyone but are meant to be appealing (like glitter).

Look at the advertisement. The phrase "You Have a New Friend" is a glittering generality. It implies that anyone who drinks this product will like it so much that they'll feel like they have made a friend.



1. Discuss persuasive techniques with your classmates. How do advertisers try to convince people to buy their products?
2. After the discussion, observe two different kinds of advertisements with a family member:
   a. a print advertisement in a newspaper or magazine
   b. a commercial on television

   Take notes on the persuasive techniques you observe in words, images, layout, and sound (on television).
3. Use your notes to tell your classmates what you observed about each advertisement.
   a. What is the message of the advertisement?
   b. To what kind of audience does the advertisement hope to appeal?
   c. What techniques are used in the advertisement to attract that audience?

Listening and Speaking Strategies

Speaking application When students respond to questions, encourage them to elaborate on their answers. Tell students to listen for key question words (*who, what, where, when, why, and how*) and words that ask for information (*explain, describe*). Listening for these words tells us what the person asking the question wants to know. For example, "Explain the author's purpose" means to give more information about why the author wrote the story.

Home Connection

Draw family response Encourage students to use their family members to help them gain confidence in their presentations. ***Say:*** *Give your presentation to your family members. Ask them if they understand your words. Ask if they think you should add more details to your presentation.* Have students share their families' responses in small groups. Ask them to say what was very helpful.

Unit 6 Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

- **Organization and delivery of oral communication** Students should read the Speaking Self-Evaluation checklist before giving their presentation to know what points they need to cover when they give their presentation.
- **Assess** Have students compare the answers they gave on the Speaking Self-Evaluation in the previous units. Have them tell what they have done differently and how they have improved.

Active Listening Evaluation

Analyze oral presentation Students should use the Active Listening Evaluation checklist to give the speaker feedback about what he or she did well and what could be improved next time. Tell students the purpose of the feedback is to help speakers improve their presentations the next time, not to make them feel bad about their mistakes. Explain that active listeners give the best feedback. Active listeners pay attention when other students are presenting and think about what they are hearing. Good listeners learn about the material and good speaking strategies from other students' presentations.

Media Workshop

Analyze Advertising Techniques

Review concept Help students identify what advertisements look like. Bring in various samples of advertising material from newspapers, magazines, junk mail, and flyers. You can also show students photographs of billboards that have advertising. Point out that advertisements encourage people to buy or use products or services. They often contain exaggerated or persuasive language. Their first purpose is to persuade; their second purpose is to entertain and/or inform.

Reading Fluency

Reading Words in Chunks Media Workshop

Writing Workshop

Write a Suspense Story

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Teacher Resources: Graphic Organizers: Storyboard

Milestones Handbook, pages 409–449

- **Preteach** Explain to students that *suspense* is a feeling of excitement about what is going to happen next in a story. ***Say:*** *When you feel suspense, you don't know what will happen next. But you are very interested to find out!*
- **Include sensory details** Explain that when students write their stories, they should use words that help the reader visualize the action. ***Say:*** *Use words to describe how things look, sound, smell, taste* and *feel.*
- **Writing suggestion** Tell students that they should generally write in the same verb tense throughout their stories. Explain that it is okay to switch tenses when there is a clear distinction between the past and the present.

Writing Prompt

Analyze and clarify Read the writing prompt aloud and help students find key words that will guide their writing, such as *the theme of courage.* Have students restate the prompt in their own words to check comprehension.

Prewrite

Select a focus Help students think of something that is an act of courage. They can get ideas from real stories they are familiar with or imagine a suspenseful story in a familiar location. ***Ask:*** *What stories have you heard about courage?* (Harry Potter) *Where do they take place?* (In a school) *What are some good settings for a suspenseful story in which a character shows courage?* (a dark and frightening place)

Write a Draft

Use a story board Explain that a **Storyboard** graphic organizer can help students map out a story. ***Say:*** *First, decide who the characters are and what the setting is. Describe the problem they face. Then write notes about at least three major events in your story. At least two of these events will lead to the climax. This is the suspenseful part of your story. Then makes notes about how the problem is solved—the climax. Add one event that happens after the problem is solved. This will end your story.*

UNIT 6

Apply & Extend

Writing Workshop

Write a Suspense Story

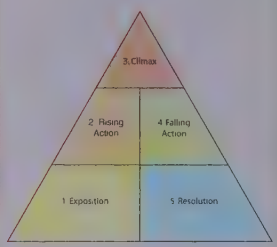
What the Moon Saw and *Call It Courage* are filled with suspense. Readers can recognize suspense in a story when they have a strong desire to know the outcome of events but are not certain about it. The writer builds suspense by revealing details carefully and slowly.

Writing Prompt

Write a suspense story that relates to the theme "Courage." Your audience is your class. Your story should build a sense of interest and uncertainty in your classmates' minds so that they want to keep reading.

PREWRITE

1. Develop a story in which someone shows courage. Brainstorm ideas for your story's features, including the setting, characters, and plot.
2. Focus on your characters.
   a. Who is your main character?
   b. How does the character look, talk, act, and feel?
   c. How do you feel about the character?
3. Focus on your setting. How can the setting help you build suspense in your story?
4. Focus on the plot. What is the main characters' conflict?
5. Look at the **plot pyramid.** It will help you plan the series of events in your story.



Writing Suggestion

Narratives are often written in the present tense. When describing events that happened in the past within the plot, you need to switch to the past tense. Correctly switching between the past and present tenses helps develop effective narrative plots.

WRITE A DRAFT

1. Use your plot diagram and notes to develop your story.
   a. Introduce the characters, setting, and conflict.
   b. Build the suspense through tension.
   c. Bring the conflict to a climax.
   d. Work out the conflict by lessening the tension.
   e. Bring the conflict to a conclusion.
2. Use a point of view, style, and tone that fit your audience and purpose.
3. Create a clear context and use **sensory** images to help the reader visualize the story.

Differentiated Instruction • Writing Workshop

Scaffolding

Tell students that a suspense story should contain lots of adjectives to describe the people, the setting, and the events. ***Say:*** *Write so that your readers can really picture what is happening. Instead of saying, "Laura came to a house," say, "Laura came to an old, rundown house."* Review conditional sentences and remind students how to use them.

Extension

Have students write a summary of a suspenseful story that they have read, seen, or heard about. Students should include all the important details of the story, such as the characters, setting, and problem. They should identify the major events leading up to the climax. They should talk about why the story was suspenseful, and describe the climax and the resolution of the story.

Student Model

The Lane
by Marisol Delosantos

Enrique looks out the bus window. He is excited about the weekend. He and his brother Tomás love their monthly trips to their grandparents' house in the country. Today, Tomás has a soccer game and will come later with their dad. So Enrique has to walk The Lane all by himself.

The Lane connects the main country road to the house. If Tomás didn't always try to scare him, Enrique would enjoy the walk. Instead, Tomás's stories of an enormous old bear that lives in the woods along The Lane have made it a perilous path.

"They call him Old Griz," Tomás would say during their walks. "He's over nine feet tall when he stands up... His paws are bigger than your head... He can run faster than a deer..."

Enrique has walked down The Lane with Tomás dozens of times, and he has never seen any sign of Old Griz. Even so, Enrique feels daunted. What if Old Griz shows up, and he has to confront the beast all alone?

The bus stops. Enrique considers staying there and letting the driver take him back to town. But if he doesn't arrive to his grandparents' house by 3:30, they will worry. Enrique finds the courage to get off. He watches the bus pull away. The only thing between him and his grandparents now is The Lane.

He has no choice but to start walking. If his grandparents' friendly dog, Oso were there with him, Enrique would feel much better. He resolves to be brave and start walking.

The Lane is a carpet of old pine needles. Tall trees, which stand on either side of The Lane, are green giants that look down on Enrique. Everything is quiet. Enrique actually misses the sound of Tomás's silly stories. Yes! They are just silly, stories. There is no such thing as Old...

Something moves in the woods to his right. Enrique stops breathing. His legs are cement. Then, a low grunt. Frantically, Enrique strains to move his legs. He can hear something running behind him, but he doesn't look back. He sprints, drenched in sweat, out of breath, when finally, the house! And in the yard...

"Grandad! Behind me! It's Old Griz!" Enrique trips and falls at his grandfather's feet. He feels something jump on his back.

"Enrique! What's the matter? Oso thinks you're playing with him. And who is Old Griz?"

Enrique turns over and sees the dog looking down at him. He wags his tail and starts to lick Enrique's face.

"Oso!" he exclaims. "Oh, Tomás! He is the matter! And I guess he is Old Griz!"

Exposition

Rising Action

Climax

Falling Action

Resolution

Writing Strategies

Use a graphic organizer Have students use a **Story Map** to help plan their story. For this graphic organizer, students tell what will happen at the beginning, in the middle, and at the end. ***Say:*** *If you don't have an entry for one of the columns, then you haven't explained the story well enough. Keep working. After you have filled out your Story Map, you can begin writing your story.*

Reteach and Reassess

After students complete their stories, have them assess their work using the following Self-Evaluation notes.

1. I told a story of suspense that relates to the theme of courage.
2. I have a beginning, middle, and end in my story.
3. I have included enough sensory details in my story to make the story clear and suspenseful.
4. I have edited my work for errors.
5. I have written my narrative neatly on clean paper.

Writing Workshop (cont.)

Student Model

- **Preteach vocabulary** Point out to students that the word "trips" is a homograph used in two different ways in the student model. It is used first as a noun, meaning "excursions." It is used later as a verb, meaning "to fall down."
- **Identify main events** Have students work in pairs and list the main events in the model. (Enrique has to walk The Lane by himself today. He gets off the bus. He starts walking down The Lane.)
- **Identify the problem** Have pairs summarize the problem Enrique faces. (He has to get to his grandparents' house by 3:30. To get there, he has to walk The Lane by himself. He is worried that the old bear will appear.)
- **Analyze model** Point out the details in the story that make it suspenseful, such as *frantically, faster, faster,* and the use of ellipses in the sentence *And in the yard....* ***Say:*** *This helps the reader feel a sense of suspense. The reader wants to read on to find out what will happen next. Ellipses are used to show there is a pause in the action. It is also used to add suspense where the reader is wondering what will happen next.*

Reading Fluency

Echo Reading Student Model, first two paragraphs

Writing Workshop (cont.)

Revise

- **Compare to the model** Have students compare their own drafts to the student model. Tell them to look for words that help set up the suspense for the reader. Suggest that they read their stories aloud so that they can hear where there might be a problem with the logic or clarity.
- **Revise writing to improve organization** ***Say:*** *Organization means having your ideas in an order that makes sense. You should reread your story until the sentences are in an order that makes the most sense.*

Edit

Teacher think-aloud ***Say:*** *You have edited your writing before. Think about the ways that worked best. What mistakes did you make on other essays? How can you fix those problems this time around?*

Revising and Editing Checklist

Review grammar Review the grammar note listed on the Revising and Editing Checklist. ***Say:*** *Use the present perfect tense when you want to say something that happened in the past when the exact time isn't important, or to talk about something that started in the past and continues in the present. Use the past perfect tense to talk about an event that took place before another event in the past.*

Peer Review Checklist

Edit and revise Caution reviewers never to write something that they would not like to have written to them. ***Say:*** *No one likes to get criticism. When you review someone's work, keep it positive. Don't just write about the problem, give a good solution.*

Reading Fluency

Choral Reading Revising and Editing Checklist

Publish

- **Explain and clarify** Explain to students that here, *publish* means "share with others." ***Ask:*** *What are some ways you can share your work with others?* (I can read it aloud, send it in a letter, print it and let my friends read it.)
- **Word processing features** Encourage students to use the organizational features of their word processing program to help them publish their story. ***Say:*** *The built-in thesaurus can help you with making word choices. The* Find *function can help you search for words in your paper. The spell check can help you find some misspelled words.*

UNIT 6
Apply & Extend

REVISE

1. Read through your story. Use the **Revising and Editing Checklist** to help you evaluate and revise your draft.
2. Exchange your revised draft with a classmate. Ask your classmate to use the **Peer Review Checklist** to help you increase the suspense in your story.
3. Polish your draft. Use your classmate's suggestions to help you. Be sure the events are in chronological order.
4. Use the **editing and proofreading symbols** on page 435 to help you mark the changes you need to make.

EDIT

1. Reevaluate your story using the **Revising and Editing Checklist.**
2. Fix any errors in grammar, spelling, and punctuation.

Revising and Editing Checklist

1. The theme of my story is "Courage."
2. I build suspense by keeping my audience uncertain of the outcome.
3. I use **sensory** images to help the reader visualize the characters and setting.
4. My point of view, style, and tone fit the purpose and audience of my story.
5. There are sentences I can delete or combine to make the story clearer.

Peer Review Checklist

1. The story keeps me guessing.
2. The plot holds my interest.
3. I can visualize the characters, setting, and action of the story.
4. The suspense builds to a climax and then reaches a resolution.
5. The message about courage that I got from the story is _____.

PUBLISH

1. Write the final version of your story in your best handwriting so it is neat and easy to read. Or use a word-processing program to type it. Proofread your final copy.
2. Create a cover with a title that will attract readers to your story.
3. Read your story out loud to your class. Change your tone of voice to add to the suspense.

Differentiated Instruction • Projects

Scaffolding

Project 2 has students drawing a book cover. Have students look at various book covers before they begin drawing their own. Remind students that their book covers should show important details from the story and should use colors and images that match the style of the story. Students might want to draw a scene from the book on the cover or a scene that simply shows the characters.

Extension

Have the students working on Project 1 make a presentation to the class. They should point to each part of their poster and explain what it means and how the pictures represent their feelings about courage. Students can plan their presentations separately or they can plan them together as a group.

Projects

Choose one or more of the following projects to explore the theme "Courage" further.

PROJECT 1

Make a Poster About Courage

1. Talk with your classmates. What does courage mean to each of you?
2. Make a list of the different explanations.
3. Create a poster that displays the explanations. Write the person's name below his or her explanation.
4. Find pictures in newspapers or magazines that show each meaning.
5. Choose a title for your class poster that includes the word "courage."
6. Display the poster in your classroom.

PROJECT 2

Design and Illustrate a Book Cover

1. Talk with your classmates about this painting of the South Pacific by Paul Gauguin. Observe the shapes and colors Gauguin used in the painting.
2. Design and illustrate a cover for *Call It Courage* in Gauguin's style. Use vivid colors and images that match the story.
3. Share you cover design with your classmates.



Tahitian Idyll by Paul Gauguin

PROJECT 3

Analyze Courage in Literary Works

1. Discuss with your classmates other works of literature that have the theme of courage.
   a. Who shows courage in the story?
   b. What conflict does the character have to overcome?
   c. What does the author want to say about courage?
2. With a partner, prepare a presentation that compares the courageous actions of one of the characters in this unit to the courage of another literary character.
   a. How were their actions similar?
   b. Which character showed more courage?
   c. How would each character have acted differently in the other character's situation?
3. Present your analysis to the class.

Classroom Management

Use outside resources Allow a week or more for students to complete the projects. Encourage students to visit the library, and if necessary, spend time teaching students how to research information there. For students who choose Project 2, help them find more information about Paul Gauguin's paintings in books or on the Internet. Also have them look at various book covers to get ideas for their own.

Reteach and Reassess

Self-assess For students who choose Project 3, have them return to the Speaking Self-Evaluation checklist on page 399. Encourage them to use the checklist as they plan their presentation. Ask the audience (the other classmates) to give feedback on each presentation after a student has given it. Then ask each presenter to revisit the Speaking Self-Evaluation checklist and assess ways in which it helped them improve their presentations.

Unit 6
Apply & Extend

Projects

PROJECT 1: Make a Poster about Courage

Brainstorm Have the class brainstorm a list of acts of courage they have seen or heard about. Ask a student volunteer to write these on the board. Tell students that they can also use ideas from the readings in this unit.

Design posters Remind students to plan the design of their poster. Have them identify the main idea of the poster, the title, and the artwork that supports the main idea.

Reading Fluency

Repeated Reading Project 1

PROJECT 2: Design and Illustrate a Book Cover

Clarify Have students look at the painting by Gauguin on page 403. Explain that Gauguin was a French painter who painted in the late 1800s and early 1900s. This painting was done in 1901. Gauguin lived in Tahiti, which is part of French Polynesia, and painted a number of paintings about the people and the place.

Provide a model If possible, show students other Gauguin paintings to give them a better sense of his style. Students can get more ideas from the additional samples.

PROJECT 3: Analyze Courage in Literary Works

Select a focus Talk with students about books that have characters who are courageous.

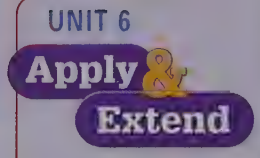
Say: *Think of characters you have read about who showed courage.* Direct them to the Independent Reading on the next page for ideas.

Written analysis Have students expand the project by writing their analysis as an essay.

Say: *Support your analysis through references to the texts. Be sure your interpretations show that you carefully read and understand the texts.*

Independent Reading

- **Use the library** Tell students they can find other books that relate to the unit theme by using a library's catalog. The catalog is a computer database that contains information on all the books in a library, and sometimes in other libraries within a network. To find related titles, students can enter the phrases "courage" or "stories of courage" in the search area of the catalog. If they have difficulty, they should check with a librarian.
- **Read summaries** Tell students that reading summaries of books is a good way to find a book they will be interested in. Have students read the summaries and decide which book they think would be most interesting. Tell students that books often have summaries on their back covers. When students are in a library or a bookstore, they can choose a book by reading the summary on the back cover.
- **Write a review** Explain what a book review is. ***Say:*** *A book review is different from a book summary. A summary tells the main ideas of a book. A review tells the main ideas of a book, too, but it also contains the opinions of the person who wrote the review. It tells how the review's author feels about the book.* To practice writing reviews, have students write a review of one of the reading selections. Students can share their reviews with a partner and ask their partner to identify facts and opinions. Then have students write a review of one of the Independent Reading books.
- **Reading log** Suggest that students keep a Reading Log of their independent reading. Explain that a log is like a journal. It is a way to record or keep track of thoughts, ideas, and reactions to a book. It also keeps track of how many pages students read each day. Students can use the log to set personal goals for how much they will read. It can also be a way to review the story if it has been a long time since they read the book. Students can turn in these logs regularly so you can monitor their progress and comprehension.



Heinle Reading Library

The Mutiny on Board HMS Bounty by William Bligh
In a specially adapted version by Deborah Kestel

Captain William Bligh recorded the most famous mutiny in sea history when a group of his men, led by Fletcher Christian, forced him off his ship and cast him adrift at sea. Sail with Captain Bligh on the Bounty, and follow his incredible quest for survival after the mutiny in this timeless tale of man's heroic struggle to survive against all odds.

Independent Reading

Explore the theme "Courage" further by reading one o more of these books.

What the Moon Saw **by Laura Resau, Delacorte Books 2006.**

Clara Luna has never met her grandparents, who live in Mexico. They invite her to stay with them one summer, and she makes the journey by herself. At first, Clara is unsure of this new experience, but she soon learns from her grandmother what it means to be strong.

Call it Courage **by Armstrong Sperry, Simon & Schuster, 1968.**

Mafatu, a 15-year-old boy on the Polynesian island of Hikueru, tries to prove to himself and to his community that he has courage. Scared of the ocean ever since his mother died in an accident at sea, he knows there is only one way to overcome this fear and show everyone the strength he has inside.

Black Star, Bright Dawn **by Scott O'Dell, Fawcett, 1989**

Ever since her brother died, Bright Dawn's father has treated her like a son. When he asks her to take his place in a 1,000-mile dogsled race, she wants to prove her courage and cross the finish line for him. Can Black Star, her lead dog, help her complete the journey?

Sojourner Truth: Slave, Abolitionist, Fighter for Women' Rights **by Aletha J. Lindstrom, Julian Messner, 1980.**

When Isabella Baumfree was finally given her freedom after many years of slavery, she decided to fight for what she thought was right. She took the name of Sojourner Truth, led the cause for women's rights, and became one of the most famous abolitionists of her day.

Blackwater **by Eve Bunting, HarperCollins, 2000.**

Brodie is shocked when a practical joke goes horribly wrong. His cousin Alex convinces him to lie about what really happened, and the community thinks he is a hero for trying to save his friends from the Blackwater River. Will Brodie have the courage to tell the truth, and accept the consequences of his actions?

Differentiated Instruction • Reading

Scaffolding

Ask a volunteer to read each book summary. Make a board list of the features: character, setting, plot. Have students discuss what they have learned from the summary. Ask volunteers to complete the board list as you discuss each book. Ask how the information in the book reviews might help a reader to choose a book. (Students should see that the summaries help readers decide if a plot or a character might interest them.)

Extension

Have students think of a book or short story that they have enjoyed. Have them use the format of the board chart. Tell them to fill in the characters, setting, and plot for the story they have selected. Then have them write a brief summary like the ones on page 404. After they have revised their summaries, display their work in the classroom so that others can read them. Allow time for students to talk about the books they have recommended.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's script for a play, which may contain errors. Then answer Questions 1 through 4.

Courage at Play

(1) Martín: Who wants to play football?
(2) Felipe: I do!
(3) Isabel: I do, too!
(4) Martín: You can't. **(5)** Girls don't play football because it's a boys sport.
(6) Isabel: Football is a sport. **(7)** Everyone can play football. **(8)** I play football all the time with my brothers and sisters.
(9) Martín: That's at home, not at school. **(10)** Don't waste our time.
(11) Felipe: She can play. **(12)** She can be on my team.
(13) Martín: *(shocked and angry)* What? No way.
(14) Felipe: I've seen her play. **(15)** She's really good. **(16)** If I were you, I will be nicer to her.
(17) Martín: Fine. Let's just get started. **(18)** Recess is almost over.

1 How can you correct line 5?
- A add an apostrophe after Girls
- B add an apostrophe before play
- C add an apostrophe after boys
- D remove the apostrophe in it's

2 How can you combine lines 6 and 7?
- A Football is a sport I can play.
- B Football is a sport, and I can play it.
- C Football is a sport who everyone can play.
- D Football is a sport that everyone can play.

3 To improve line 13, change the
- A period to a comma
- B period to an exclamation point
- C question mark to a period
- D question mark to a colon

4 How can you correct line 16?
- A If I am you, I will be nicer to her.
- B If I were you, I am nicer to her.
- C If I were you, I was nicer to her.
- D If I were you, I would be nicer to her.

Writing on Demand: Scene from a Play

Write the script for the next scene in this play. What do you think should happen next? Continue the theme of courage. Use adjective clauses and conditional sentences. **(20 minutes)**

Writing Tip
Remember to include any important actions or directions for the actors in parentheses.

Study Skill

Remembering Information

Assist students to learn these four helpful ways to recall information they have studied.

- **Association** Group information into categories so that is easier to remember. For example, grouping American states by geographic region makes it easier to recall the name and location of each state.
- **Visualization** Picture what you want to remember. For example, picturing an African veldt with zebras, lions, and elephants helps you to remember what animals live in this region.
- **Concentration** Focus on what you are reading and then, without looking back, repeat to yourself what you just read. Paraphrasing information is a one of the best ways to reinforce concepts.
- **Repeat** Repeat information as necessary to remember it. Repeating information aloud reinforces it aurally as well as in the memory.

Unit 6
Milestones to Achievement

- **Assessment Book:** Unit 6 Exam
- **Teacher Resources:** *ExamView®* Unit 6 Exam
- **Milestones Tracker:** Unit 6 Exam
- **Workbook:** Assessment Practice Pages

Writing: Revise and Edit

- **Writing convention review** ***Say:*** *Remember how to use apostrophes to make nouns possessive and to show dropped letters in contractions. Look for possessives and contractions in the script on page 405. Are the apostrophes used correctly?* (Not in line 5.)
- **Grammar review** Remind students how to use present/future real and unreal conditional sentences. ***Ask:*** *When would you use the unreal conditional?* (When the actions in the *if* clause are not real or true)

Reading Fluency

Use Pace and Expression to Read a Dialogue "Courage at Play"

Answers
1. C 2. D 3. B 4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Point out the words *script for the next scene* in the first sentence. Tell students that these words show that the writing will be the next scene in the play they just read in "Courage at Play.".
- **Organize quickly** Tell students to quickly think about what happens next. ***Say:*** *What do you think Isabel will say? Do you think Martin will change his mind about her?* Remind them to write dialogue that the characters would really say.
- **Revise** Tell students to reread their work looking for places to improve clarity or to add more details.
- **Edit** ***Say:*** *Editing is the time to look for misspellings, incorrect punctuation, and incomplete sentences. Read through one last time and correct any mistakes.*
- **Reteach and reassess** Assist students who are having difficulty writing their scenes. ***Say:*** *Remember, actors say and do what you write in a play. You must write their words. You must also write important actions and directions.*
  - *Tell actors what to say.*
  - *Tell them how to say it.*
  - *Tell them what to do.*

Remind students to put a colon after the speaker's name and before the speaker's words.

Reading

- **Reteach Grammar** Remind students that an adjective clause modifies a noun or a pronoun. Have students underline the adjective clauses in the following sentences:
  I like cookies that have chocolate chips and nuts in them.
  My aunt, who is my mother's sister, visited us from Chicago.
- **Reteach the literary element** Demonstrate questions students should ask themselves to determine the setting of a story: *Where does the story take place? When does the story take place?* Remind students that the mood of a story is the overall feeling you get from it. ***Say:*** *Think about this as you read the passage on page 406.*
- **Use context clues to determine meaning** Remind students that if they do not know the meaning of a word, context clues can help them. ***Say:*** *If you find a word you do not know, look at the other words nearby. The context of a word refers to the other words that surround it.* Write on the board: Nancy had a *familiar* face. I thought I knew her. ***Say:*** *Let's use context clues to help us figure out the meaning of* familiar. *The sentence afterward tells us that the writer thought she knew Nancy. From the sentence, we can guess that* familiar *means* something we have seen before *or* known.
- **Reteach and reassess adjective clauses** Review the concept of adjective clauses for students who are having difficulty. ***Say:*** *Remember, an adjective clause is a dependent clause. It modifies a noun or a pronoun. An adjective clause answers the question* Which one? *or* What kind? *Most adjective clauses begin with a relative pronoun. Relative pronouns include* who, whom, whose, which, *and* that. Write on the board: *All the people who lived in the building were safe.* ***Ask:*** *What is the adjective phrase in this sentence?* (who lived in the building) *What is the relative pronoun?* (who) *What question does this adjective phrase answer?* (which people?)

Reading Fluency

Paired Reading "Animal Rescue," paragraphs 1–4

Reading

Read this chapter from a novel. Then answer Questions 1 through 8.

Animal Rescue

1 Tina entered the building carefully. The sun hadn't risen yet. It was still cold and dark outside, but Tina felt hot from the smoke and the safety equipment that she was wearing. The brush fires in the area had spread quickly. All the people who lived in the building were safe, but there were several dogs still inside the burning building.

2 Tina could barely see the back of Jeff's yellow and black uniform in front of her. Suddenly, they heard the sound of barking dogs. The sound came from a door to their right. The door was locked, so they broke through the door and ran to the back room. They found the dogs drenched in sweat, with their tongues dangling from their mouths. The dogs were trying frantically to escape the perilous situation.

3 As they turned around to leave the building, they met another challenge. Black smoke as thick as a winter blanket poured into the building. They couldn't see anything. How were they going to get out? Then, the dogs stopped clinging to Tina and Jeff. They stepped in front of them and led them to the back door.

4 A crowd of neighbors and news reporters cheered for them. The dogs' owner ran up to Tina and Jeff. He said, "Thank you for rescuing my dogs! If you weren't such brave and courageous people, my poor dogs would still be in that burning building. Thank you!"



1 **What does the word frantically mean in the following sentence from paragraph 2?**

> The dogs were trying frantically to escape the perilous situation.

A hesitantly
B hopefully
C desperately
D confidently

2 **What does the word clinging mean in the following sentence from paragraph 3?**

> Then, the dogs stopped clinging to Tina and Jeff.

A climbing out of
B hanging on
C running
D chasing

3 **What is Tina's job?**

A police officer
B cleaning woman
C building inspector
D firefighter

4 **Who is Jeff?**

A Tina's coworker
B Tina's uncle
C building manager
D building janitor

5 **What is the setting of the text?**

A evening, at the fire station
B afternoon, in the mountains
C early morning, at a burning building
D night, at Tina's house

6 **What is the mood of the text?**

A happy excitement
B tense excitement
C intense fear
D intense sadness

7 **Identify the adjective clause in the following sentence from paragraph 1.**

> It was still cold and dark outside, but Tina felt hot from the smoke and the safety equipment that she was wearing.

A cold and dark outside
B Tina felt hot
C from the smoke
D that she was wearing

8 **Identify the simile in the text.**

A as thick as a winter blanket
B hot from the smoke
C as they turned around
D dangling from their mouths

Unit 6
Milestones to Achievement

- **Reteach and reassess setting** Review the concept of setting for students who are having difficulty. ***Say:*** *The setting of a story is when and where a story takes place.* Ask students to suggest a setting for a story about their school. (today in the cafeteria)
- **Reteach and reassess mood** Review the concept of mood for students who are having difficulty understanding the term. ***Say:*** *The mood is the overall emotional feeling that you get from a story. The mood of a story is connected to the setting of a story. An author uses the setting to help you feel the mood.* Have students think of a mood for a story whose setting is somewhere in the school.
- **Reteach and reassess similes** Review similes for students who are having difficulty understanding them. ***Say:*** *A simile is a type of figurative language. Similes make a comparison between two unrelated things using the words* like *or* as. Write on the board: The thunder roared like an angry giant. ***Ask:*** *What is the simile in this sentence? (like an angry giant)* ***Ask:*** *What two things does this simile compare?* (thunder/giant) Have students identify the simile in the story "Animal Rescue." ("smoke as thick as a winter blanket") ***Ask:*** *What two unlike things does this simile compare?* (smoke and a blanket) ***Ask:*** *What are the qualities of a "Winter blanket" that can be compared to smoke?* (thick, heavy, can't see through, suffocating)

Answers
1. C
2. B
3. D
4. A
5. C
6. B
7. D
8. A

MILESTONES HANDBOOK

Grammar Reference 410
- Nouns 410
- Pronouns 412
- Adjectives 413
- Prepositions 414
- Conjunctions 414
- Adverbs 414
- Interjections 414
- Verbs 415
- Question Types 421
- Frequently Misused Verbs 422
- Complete Sentences 424
- Sentence Types 426

How to Use a Dictionary and a Thesaurus 427
- How to Use a Dictionary 427
- How to Use a Thesaurus 427

Spelling 428
- Spelling Rules 428
- Frequently Misspelled Words 428
- Homophones 429
- Homographs 429

Roots, Prefixes, Suffixes 430
- Common Greek and Latin Word Roots 430
- Prefixes 430
- Suffixes 430

Syllabication 431

Punctuation 432
- Punctuation 432
- Italics 433

Capitalization 434

Editing and Proofreading Symbols 435

Revising and Editing 436
- Revising and Editing Checklist 436

The Research Process 438
- The Research Process 438
- Research Paper Checklist 442

Technology Guide 443
- The Computer 443
- Word Processing 444
- Technology Presentations 445
- How to Use the Internet 446
- How to Use E-Mail 447

Penmanship 448
- Print Letters 448
- Cursive 449

409

Grammar Reference

Nouns

- **Nouns** name a person, place, or thing.
- **Singular nouns** are nouns that name one person, place, or thing.
- **Plural nouns** are nouns that name more than one person, place, or thing.

Regular Plural Nouns

Singular	Plural	Spelling Rule
book	book**s**	most nouns: add **-s**
bus lunch	bus**es** lunch**es**	nouns that end in **s, x, z, ch, sh:** add **-es**
baby family	bab**ies** famil**ies**	nouns that end in a **consonant + y:** change the **y** to **i** and add **-es**
loaf knife	loa**ves** kni**ves**	nouns that end in **f** or **fe:** change the **f** or **fe** to **-ves**

Irregular Plural Nouns

Some nouns are irregular in the plural form.

Singular	Plural	Singular	Plural
man	**men**	child	**children**
woman	**women**	mouse	**mice**

Possessive Nouns

- To show possession with **names** and **singular nouns,** use an apostrophe + **s** (**'s**).
- To show possession with **plural nouns ending in *s*,** use only an apostrophe (**'**).
- To show possession with **irregular plurals,** use an apostrophe + **s** (**'s**).

Statement	Sentence with Possessive Noun
Sara has a nice apartment.	Sara**'s** apartment is nice.
The boy has a TV in his room.	The boy**'s** TV is in his room.
The girls have a big bedroom.	The girls**'** bedroom is big.
The men have blue hats.	The men**'s** hats are blue.

Count and Noncount Nouns

- **Count nouns** are nouns you can count. They are singular or plural.
- You use **a, an, the,** or a **number** with count nouns.
  I have **one egg.** I have **12 carrots.**
  I made **a salad.** I made it with **a tomato** and **an onion. The salad** was delicious.
- **Noncount nouns** can't be counted. They are singular. Don't use **a, an,** or numbers.
  I like **juice.** I eat **cheese.** I always drink **milk.**

Compound Nouns

A **compound noun** is a noun that is made up of two or more words. Most compound nouns are formed by nouns modified by other nouns or by adjectives.

tooth + brush = toothbrush
soft + ball = softball
hand + shake = handshake

Articles

There are three articles: **a, an,** and **the.** Articles are used with nouns.

Indefinite Articles: a, an

- Use **a** and **an** with singular and plural count nouns when the noun is indefinite.
- Use **a** before a word beginning with a consonant sound.
  I have **a** cousin in Chicago
- Use **an** before a word beginning with a vowel sound.
  I have **an** uncle in Tampa.

Definite Article: the

- Use **the** before a specific noun.
  I do not usually like rice, but **the** rice your mother makes is great.

- Use **the** before names of:

regions of countries that are directions	I live in **the** South.
mountains, lakes, and islands that are plural	We go camping in **the** Rockies. **The** Caribbean Islands are beautiful.
large bodies of water and deserts	**The** Pacific is the largest ocean.

- Do not use **the** before names of:

continents, countries, states, cities	South America is very large. Miami is in Florida.
exception: the United States	I live in **the** United States.
mountains, lakes, and islands that are singular	Mount McKinley is in Alaska. My aunt is from Puerto Rico.

Pronouns

A **pronoun** takes the place of a noun or refers to a noun.

My brother is sick today. **He** has a cold.

Subject Pronouns

- **Subject pronouns** take the place of subject nouns.

Subject Pronoun	Sentence	Subject Pronoun	Sentence
singular		**plural**	
I	**I** am Mario.	**we**	**We** are in class.
you	**You** are a student.	**you**	**You** are students.
he	**He** is a teacher.	**they**	**They** are in the office.
she	**She** is a lawyer.		
it	**It** is my pen.		

Object Pronouns

- **Object pronouns** take the place of object nouns.
- They show to whom something happened or who received something.
- They come after a verb or preposition.

Object Pronoun	Sentence	Object Pronoun	Sentence
singular		**plural**	
me	Min likes **me.**	**us**	They live next door to **us.**
you	Fatima works with **you.**	**you**	Ben helps **you** on Mondays.
him	Cosima knows **him.**	**them**	The teachers help **them** every day.
her	Javier is walking with **her.**		
it	Victor bought **it.**		

Possessive Pronouns

Possessive pronouns tell who owns or has something.

Possessive Pronoun	Sentence	Possessive Pronoun	Sentence
singular		**plural**	
mine	This book is **mine.**	**ours**	That car is **ours.**
yours	**Yours** is on the table.	**yours**	Where did you park **yours**?
his	Matteo is reading **his.**	**theirs**	They brought **theirs** last week.
hers	Irina doesn't have **hers.**		
its	The cat has its food. The dog wants **its.**		

Adjectives

- **Adjectives** describe nouns.
- Adjectives can come before nouns: I have a **loud** voice.
- Adjectives can come after the verb **be:** My voice is **loud.**

Comparative Adjectives

Comparative adjectives compare two things.

Adjective	Comparative	Spelling Rule
tall	tall**er**	most one-syllable adjectives: add **-er**
dry happy	dr**ier** happ**ier**	one- and two-syllable adjectives that end in **y:** change the **y** to **i** and add **-er**
careful difficult	**more** careful **more** difficult	two or more syllable adjectives: put **more** in front of the adjective

Irregular comparatives
good / **better**
bad / **worse**

Superlative Adjectives

Superlative adjectives compare three or more things.

Adjective	Superlative	Spelling Rule
tall	**the** tall**est**	most one-syllable adjectives: add **-est**
dry happy	**the** dr**iest** **the** happ**iest**	one- and two-syllable adjectives that end in **y:** change the **y** to **i** and add **-est**
careful difficult	**the most** careful **the most** difficult	two or more syllable adjectives: put **most** in front of the adjective

Irregular superlatives
good / **the best**
bad / **the worst**

Possessive Adjectives

Possessive adjectives tell who something belongs to. They come before nouns.

Possessive Adjective	Sentence	Possessive Adjective	Sentence
singular		**plural**	
my	I am a student. **My** name is Matt.	**our**	We are in school. **Our** teacher is Mr. Dunn.
your	You are a teacher. **Your** class is in Room 21.	**your**	You are good students. **Your** grades are excellent.
his	Sam is a student. **His** teacher is Mrs. Martin.	**their**	Mrs. Ho and Mr. Dunn are teachers. **Their** students are in class.
her	Meg is in class. **Her** books are here.		
its	The computer is in the office. **Its** screen is on.		

Prepositions

- **Prepositions** and the words that follow them can tell *where, when,* and *how* something happens.
  She is playing **in** the park. (where)
  They go to school **at** 7:00. (when)
  Mary walks **with** energy. (how)
- A **prepositional phrase** is a preposition and the words that follow it.
  She put the plate **on the table.**

Common Prepositions		
about	below	of
above	between	on
against	by	over
around	for	through
at	from	to
before	in	under

Conjunctions

- **Conjunctions** can join words, phrases, or clauses (parts of a sentence with a subject and a verb).
- Conjunctions can join two independent clauses (clauses that can stand alone). Use these conjunctions: **and, or, but, so.**
  Maria did her homework, **and** I helped her.
  We can eat at home, **or** we can go to a restaurant.
  I want a glass of milk, **but** we don't have any.
  It's raining, **so** you need your umbrella.
- Conjunctions can join an independent clause (a clause that can stand alone) with a dependent clause (a clause that cannot stand alone). Use these conjunctions: **before, when, after, because, although.** The dependent clause can come first or second.
  Before I came here, I lived in Haiti.
  I learned English **when** I came to the United States.
  After I learned English, I made lots of friends.
  He took the job **because** he wanted the experience.
  I walked to the mall **although** it is a mile away.

***For more about clauses, see page 426.**

Adverbs

- **Adverbs** describe verbs, adjectives, or other adverbs. They often answer the questions "how?" or "how frequently?"
  It snows **often** in Boston.
- Many adverbs end with **-ly.**
  The man spoke **softly.**

Interjections

- **Interjections** are words that express strong feelings.
- They are often followed by an exclamation point.
  Hooray! It's snowing.

Verbs

A **verb** is an action word.

Simple Present Tense

Use the **simple present tense** to tell about an action that generally happens or is true now.

Simple Present Tense of *be*	
singular	**plural**
I **am** Mario.	We **are** in class.
You **are** a student.	You **are** students.
He **is** a teacher.	They **are** in the office.
She **is** a lawyer.	
It **is** my pen.	

Contractions
I am = I'm
you are = you're
he is = he's
she is = she's
it is = it's
we are = we're
they are = they're

Simple Present Tense of Regular Verbs				
affirmative		**negative**		
subject	**verb**	**subject**	**verb**	
I You We They	**read.**	I You We They	**do not**	**read.**
He She It	**reads.**	He She It	**does not**	**read.**

Contractions
do not = don't
does not = doesn't

Present Progressive Tense

- The **present progressive tense** of a verb tells about an action happening right now.
- The present progressive uses **am, is,** or **are** and the **-ing** form of a verb.

Present Progressive Tense					
affirmative			**negative**		
I	**am**	walk**ing.**	I	**am not**	walk**ing.**
He She It	**is**		He She It	**is not**	
We You They	**are**		We You They	**are not**	

Present Progressive: *-ing* Spelling Rules

Present Progressive: *-ing* Spelling Rules	
rule	**examples**
Add **-ing** to the end of most verbs.	ask → ask**ing** go → go**ing**
For verbs that end in **e,** drop the **e** and add **-ing.**	dance → danc**ing** invite → invit**ing**
For verbs with one syllable that end in a vowel + a consonant, double the consonant and add **-ing.**	stop → sto**pping** run → ru**nning**
Do not double the consonant **w, x,** or **y.**	draw → draw**ing** fix → fix**ing** play → play**ing**
Double the consonant for verbs with two syllables that end in a consonant + vowel + consonant, with the stress on the last syllable.	begin → begi**nning** admit → admi**tting**
Do not double the consonant for verbs with two syllables that end in a consonant + vowel + consonant if the stress is *not* on the last syllable.	listen → listen**ing** open → open**ing**

Present Perfect Tense

- Use the **present perfect tense** to say that something happened in the past, when the exact time is not important.
- It is also used to talk about something that started in the past and continues to the present.
- The present perfect tense uses **have/has** and the past participle of a verb.
- The past participle of regular verbs ends in **-ed** or **-d:** walk**ed,** dance**d.**
- See page 417 for a list of irregular past participles.

Present Perfect Tense					
affirmative			**negative**		
I	**have**	already **walked.**	I	**have not**	already **walked.**
He She It	**has**		He She It	**has not**	
We You They	**have**		We You They	**have not**	

Contractions
have not = haven't
has not = hasn't

- Use the **present perfect tense** with *for* and *since* to talk about something that started in the past and continues to the present.
  John **has lived** in Florida for ten years.
  They **have been** sick since Monday.

Irregular Past Participles

Base	Past Participle	Base	Past Participle
be	been	leave	left
become	become	lie	lain
begin	begun	lose	lost
break	broken	make	made
bring	brought	mean	meant
build	built	meet	met
buy	bought	pay	paid
choose	chosen	put	put
come	come	read	read
cost	cost	ride	ridden
cut	cut	run	run
do	done	say	said
draw	drawn	see	seen
drink	drunk	sell	sold
drive	driven	send	sent
eat	eaten	sing	sung
fall	fallen	sit	sat
feel	felt	sleep	slept
find	found	speak	spoken
fly	flown	spend	spent
get	gotten	stand	stood
give	given	swim	swum
go	gone	take	taken
grow	grown	teach	taught
have	had	tell	told
hear	heard	think	thought
hold	held	understand	understood
keep	kept	wear	worn
know	known	win	won
lay	laid	write	written

Imperatives

- Use the **imperative** to give instructions, directions, or orders.
- The imperative is like the simple present without a subject. The implied subject is *you*.
- Strong orders end with an exclamation point (**!**).

Imperatives		
simple present	**imperative**	**negative imperative**
You turn left at the library.	**Turn** left at the library.	**Do not (Don't) turn** left at the library.
You take the bus.	**Take** the bus**!**	**Do not (Don't) take** the bus**!**

Simple Past Tense

Use the **simple past** tense of a verb to tell about an action that happened in the past.

Simple Past Tense of Regular Verbs

- Add **ed** or **d** to form the simple past tense of a regular verb.
- Contraction: **did not = didn't**

Verb	Simple Past	Affirmative Sentence	Negative Sentence
play	play**ed**	Sue **played** volleyball last week.	Sue **did not play** volleyball last week.
dance	dance**d**	I **danced** yesterday.	I **did not dance** yesterday.

Simple Past Tense of Irregular Verbs

Irregular verbs have special forms.

Base	Simple Past	Base	Simple Past	Base	Simple Past	Base	Simple Past
be	was/were	eat	ate	leave	left	sing	sang
become	became	fall	fell	lie	lay	sit	sat
begin	began	feel	felt	lose	lost	sleep	slept
break	broke	find	found	make	made	speak	spoke
bring	brought	fly	flew	mean	meant	spend	spent
build	built	get	got	meet	met	stand	stood
buy	bought	give	gave	pay	paid	swim	swam
choose	chose	go	went	put	put	take	took
come	came	grow	grew	read	read	teach	taught
cost	cost	have	had	ride	rode	tell	told
cut	cut	hear	heard	run	ran	think	thought
do	did	hold	held	say	said	understand	understood
draw	drew	keep	kept	see	saw	wear	wore
drink	drank	know	knew	sell	sold	win	won
drive	drove	lay	laid	send	sent	write	wrote

Simple Past Tense of *be*

Simple Past Tense of *be*		
subject	**simple past of *be***	**statement**
I he she it	**was** **was not**	I **was** at school yesterday. She **was not** at school on Monday.
you we they	**were** **were not**	You **were** hungry. We **were not** thirsty.

Contractions
was not = wasn't
were not = weren't

Past Progressive Tense

- The **past progressive** form of a verb tells about an action that was happening at a particular time in the past or when something else happened.
- The past progressive uses the simple past tense of **be** and the **-ing** form of a verb.

Past Progressive Tense					
affirmative			**negative**		
I	**was**	eat**ing** dinner when a fire engine went by.	I	**was not**	eat**ing** dinner at 8:00 last night.
He She It	**was**		He She It	**was not**	
We You They	**were**		We You They	**were not**	

Past Perfect Tense

- Use the **past perfect tense** to talk about a past action or event that took place before another event took place in the past.
- The past perfect tense uses **had** and the past participle of a verb.
- See page 417 for a list of irregular past participles.

Past Perfect Tense					
affirmative			**negative**		
I	**had**	**studied** hard before the test yesterday.	I	**had not**	**studied** hard before the test yesterday.
He She It	**had**		He She It	**had not**	
We You They	**had**		We You They	**had not**	

Contractions
I had = I'd
you had = you'd
he had = he'd
she had = she'd
we had = we'd
they had = they'd

Future Tense

The **future tense** describes events in the future.

Future Tense with *will*

- One way to show the future tense is to use **will** before the main verb.
- Use **will** with all subject nouns and pronouns.

Future Tense with *will*	
affirmative	**negative**
I **will** go to the mall tonight.	I **will not** go to the mall tonight.
You **will** go at noon.	You **will not** go at noon.
He **will** buy a hat tomorrow.	He **will not** buy a hat tomorrow.
She **will** go next Tuesday.	She **will not** go next Tuesday.
It **will** be fun.	It **will not** be fun.
We **will** pay now.	We **will not** pay now.
They **will** use a credit card.	They **will not** use a credit card.

Affirmative Contractions

I will = I'll
you will = you'll
he will = he'll
she will = she'll
it will = it'll
we will = we'll
they will = they'll

Negative Contraction

will not = won't

Future with *going to* + verb

- You can also show the future time by using **be** + **going to** before the main verb.
- This is more informal than **will.**

Future Tense with *be + going to*	
affirmative	**negative**
I **am going to** go to the mall tonight.	I **am not going to** go to the mall tonight.
You **are going to** go at noon.	You **are not going to** go at noon.
He **is going to** buy a hat tomorrow.	He **is not going to** buy a hat tomorrow.
She **is going to** go next Tuesday.	She **is not going to** go next Tuesday.
It **is going to** be fun.	It **is not going to** be fun.
We **are going to** pay now.	We **are not going to** pay now.
They **are going to** use a credit card.	They **are not going to** use a credit card.

Future Perfect Tense

- Use the **future perfect tense** to say that something will be completed in the future or at the time of another action in the future.

Present Perfect Tense					
affirmative			**negative**		
I	**will have**	already **eaten** by 8:00 tonight.	I	**will not have**	already **eaten** by 8:00 tonight.
He/She/It	**will have**		He/She/It	**will not have**	
We/You/They	**will have**		We/You/They	**will not have**	

Question Types

- There are two types of questions: ***yes/no* questions** and **information questions**.
- The answer to a *yes/no* question is either *yes* or *no*.
- The answer to an information question is a piece of information.

Yes/No Questions with *be*

Simple Present

To ask *yes/no* questions with **be**, put **am**, **is**, or **are** before the subject.

Present Progressive

- To ask *yes/no* questions with **be**, put **am**, **is**, or **are** before the subject.
- Use the **-ing** form of the verb after the subject.

Simple Past

- To ask *yes/no* questions with **be**, put **was/were** before the subject.
- Use the base form of the verb after the subject.

Future

- To ask *yes/no* questions with **be**, put **will** before the subject.
- Use the base form of the verb after the subject.

Yes/No* Questions with *be

	statement	*yes/no* question	short answer
Simple Present	The kitchen **is** big.	**Is** the kitchen big?	Yes, **it is.** No, **it isn't.**
	The rooms **are** small.	**Are** the rooms small?	Yes, **they are.** No, **they aren't.**
Present Progressive	She **is being** serious.	**Is** she **being** serious?	Yes, **she is.** No, **she isn't.**
Simple Past	The window **was** open.	**Was** the window open?	Yes, **it was.** No, **it wasn't.**
	The doors **were** closed.	**Were** the doors closed?	Yes, **they were.** No **they weren't.**
Future	You **will be** here tomorrow.	**Will** you **be** here tomorrow?	Yes, I **will.** No, I **won't.**
	My parents **will be** busy this weekend.	**Will** my parents **be** busy this weekend?	Yes, they **will.** No, they **won't.**

Yes/No Questions with Verbs Except *be*

Simple Present

- To ask *yes/no* questions with all verbs except **be**, put **do** or **does** before the subject.
- Use the base form of the verb after the subject.

Present Progressive

- To make *yes/no* questions with all verbs except **be**, put **am**, **is**, or **are** before the subject.
- Use the **-ing** form of the verb after the subject.

Simple Past

- To ask *yes/no* questions with all verbs except **be**, put **did** before the subject.
- Use the base form of the verb after the subject.

Future

- To make *yes/no* questions with all verbs except **be**, put **will** before the subject.
- Use the base form of the verb after the subject.

Yes/No* Questions with Verbs Except *be

	statement	*yes/no* question	short answer
Simple Present	He **likes** the house.	**Does** he **like** the house?	Yes, he **does.** No, he **doesn't.**
	They **study** in the kitchen.	**Do** they **study** in the kitchen?	Yes, they **do.** No, they **don't.**
Present Progressive	You **are sitting** in the living room.	**Are** you **sitting** in the living room?	Yes, I **am.** No, **I'm not.**
	She **is learning** how to drive.	**Is** she **learning** how to drive?	Yes, she **is.** No, she **isn't.**
Simple Past	You **ate** in the kitchen.	**Did** you **eat** in the kitchen?	Yes, I **did.** No, I **didn't.**
	You **read** a book in the living room.	**Did** you **read** a book in the living room?	Yes, we **did.** No, we **didn't.**
Future	He **will graduate** in 2010.	**Will** he **graduate** in 2010?	Yes, he **will.** No, he **won't.**
	We **will have** a test on Friday.	**Will** we **have** a test on Friday?	Yes, we **will.** No, we **won't.**

Information Questions

- Information questions start with a question word.
- Another name for information questions is **wh-** questions because most question words begin with **wh-** (**who, what, when, where, why**).
- The answer to an information question is a specific piece of information.

	Question Word	Helping Verb	Subject	Main Verb	
Simple Present	**Who**	do	you	see	in the picture?
Simple Past	**What**	did	you	see	at the museum?
Present Progressive	**Why**	are	you	watching	the movie?
Future Tense	**Where**	will	you	see	your friends?

Frequently Misused Verbs

Certain verbs are frequently misused.

Misused Verbs	Example
lie = to rest in a horizontal position	Present: I **lie** in my bed to take a nap. Past: The cat **lay** in the shade.
lay = to put something down	Present: **Lay** your keys on the table. Past: We **laid** a new rug on the floor.
sit = to take a sitting position	Present: I **sit** in the first row in class. Past: She **sat** quietly for 15 minutes.
set = to put or place something	Present: Please **set** the dish on the table. Past: I don't know where I **set** my keys.
rise = to go or get up	Present: My father usually **rises** at 6:00. Past: Yesterday, he **rose** at 7:00.
raise = to lift or bring something up	Present: **Raise** your hand if you have a question. Past: I **raised** my voice so the teacher could hear me.

Complete Sentences

- A sentence is a group of words. The words express a complete thought.
- A complete sentence has a subject and a verb.
- The subject tells who or what the sentence is about. The subject can be a noun or a pronoun.
- The verb tells about the subject.
- A complete sentence begins with a capital letter.
- A complete sentence ends with a punctuation mark: a period (.), a question mark (?), or an exclamation point (!).

Complete Sentences	Incomplete Sentences
My brother is in your math class.	Julien your brother. (no verb)
She needs a pen.	Exercises every day. (no subject)

Subject-Verb Agreement

- The **subject** and **verb** in a sentence must **agree** in number.
- When a subject is singular, the verb must be a singular form.
- When the subject is plural, the verb must be a plural form.

Subject-Verb Agreement	
singular subject + singular verb	**plural subject + plural verb**
She is a doctor.	**They are** teachers.
The man cooks breakfast every day.	**The children cook** dinner on the weekend.

Agreement with Compound Subjects

- A **compound subject** has two or more parts.
- The subjects are combined with conjunctions, such as **and** and **or.**
- If the conjunction is **and,** the verb is usually plural.
  Alex and Bob **play** soccer.
- If the conjunction is **or,** the verb agrees with the subject closest to the verb.
  A pen or a pencil **is** required.
  A book or two notebooks **are** required.

Declarative Sentence

- A **declarative sentence** states (or "declares") an idea, fact, or information.
- A declarative sentence usually ends in a period (.).

  My grandmother is a wise woman.
  John and Johanna are twins.

Interrogative Sentence

- An **interrogative sentence** asks a question.
- An interrogative sentence usually ends in a question mark (?).
- An interrogative sentence can ask for a *yes/no* answer or for specific information.

  Do you like tacos? (Answer: *yes* or *no*)
  Where were you born? (Answer: a specific place)

Imperative Sentence

- An **imperative sentence** gives an order or command.
- An imperative sentence does not include a subject. It uses the base form of the verb.
- An imperative sentence ends in a period (.) or an exclamation point (!).

  Please shut the door.
  Be careful!

Exclamatory Sentence

- An **exclamatory sentence** shows strong feeling.
- An exclamatory sentence ends in an exclamation point (!).

  I really like my English class!
  Hurry up! We're late.

Sentence Types

Clauses

- Most sentences are made of **clauses.** Clauses have at least one **subject** and one verb.
  Raoul did his homework.
- An **independent clause** can stand alone as a sentence. It expresses a complete thought.
  Raoul did his homework.
- A **dependent clause** cannot stand alone as a sentence. It must be used with an independent clause.
  Before he went to bed, Raoul did his homework.
  [dependent clause] [independent clause]

Sentence Types

There are different sentence types. Using different types of sentences can make your writing more interesting.

	Feature	Example
Simple Sentence	one independent clause (there is no dependent clause)	Raoul got up early.

	Feature	Example
Compound Sentence	two independent clauses joined by a conjunction such as **and, but, or, nor, so, yet** (there is no dependent clause) NOTE: A comma links the two independent clauses.	Raoul got up early, **and** then he left for school.

	Feature	Example
Complex Sentence	an independent clause and at least one dependent clause	Although he went to bed late, Raoul got up early.
	an independent clause and a dependent clause joined by relative pronouns such as **who, that, which, whose, where**	Raoul read the book **that** his English teacher assigned.

	Feature	Example
Compound-Complex Sentence	at least two independent clauses and at least one dependent clause	Because I am a good student, some people expect me to speak perfectly, and other people expect me to write perfectly.

How to Use a Dictionary and a Thesaurus

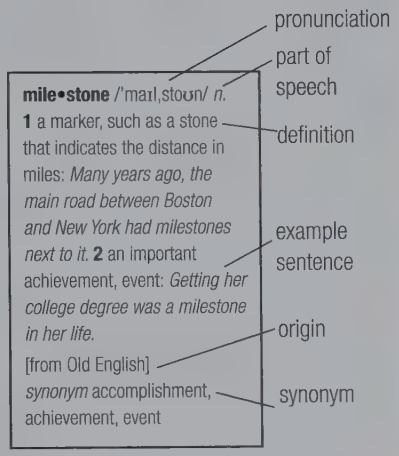
How to Use a Dictionary

A good dictionary is an important reference tool. A dictionary can help your writing because it helps you to understand and select appropriate words for your writing.

Dictionaries are available in printed book form, on CD-ROM, and online.

Features of a Dictionary

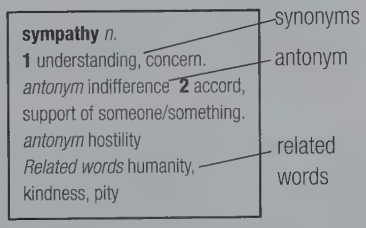
- Word entries are organized alphabetically from A to Z.
- An entry starts with a headword. The headword shows how the word is broken into syllables.
- After the headword, you will find the pronunciation and syllable stress. Dictionaries use symbols to represent sounds. These symbols are used to help you pronounce the word in a way that most people will understand. The pronunciation also shows which syllable is stressed.
- Next, you'll find grammatical information. For each word, there is an abbreviation that tells you the part of speech—noun, pronoun, adjective, verb, adverb, preposition, conjunction, or interjection—that the word represents.
- Next is the definition—what the word means. When there are multiple meanings, the meanings are numbered.
- Entries often include an example sentence to show how to use the word in context.
- Some dictionaries also include the origin of the word. English has been spoken for about 1,500 years, so knowing word origins helps you understand when a word came into the language and where it came from.
- Some dictionaries also include synonyms (words with similar meanings) and antonyms (words with opposite meanings).



How to Use a Thesaurus

A thesaurus is another important reference tool.

- A thesaurus includes words and their **synonyms**—words that have the same or similar meanings.
- Some thesauruses also include **antonyms**—words that have opposite meanings.
- It may also include related words or concepts.
- Thesauruses are available in printed book form, on CD-ROM, and online.
- Use a thesaurus to help you vary your word choices and make your writing more interesting.
- When you know the meaning of the synonym or the antonym of an unknown word, you can determine that word's meaning.



Spelling

Spelling Rules

i before *e* except after *c* or when pronounced *ay*.

- **i** before **e:** fr**ie**nd, br**ie**f, n**ie**ce, f**ie**rce
- after **c:** rec**ei**ve, c**ei**ling
- pronounced *ay*: **ei**ght, n**ei**ghbor, w**ei**gh, th**ei**r

q and *u*

- Always put the letter **u** after the letter **q:** **qu**ick, **qu**estion, **qu**iz.

Noun Plurals

- Add **-s** to form the plural of most nouns.
  paper / paper**s**
- For nouns ending in **-s, -x, -z, -ch, -sh:** add **-es.**
  gas / gas**es** box / box**es** sandwich / sandwich**es** dish / dish**es**
- For nouns ending in consonant + **y:** change the **y** to **i** and add **-es.**
  family / famil**ies**
- For nouns ending in **-f** or **-fe:** change the **-f** or **-fe** to **-ves.**
  loaf / loa**ves** life / li**ves**
- For nouns ending in vowel + **o:** add **-s.**
  radio / radio**s**
- For nouns ending in consonant + **o:** add **-es.**
  tomato / tomato**es**

Suffixes

- When adding a suffix that begins with a vowel: drop a final silent **-e.**
  combine / combin**ation** remove / remov**able**
- When adding a suffix that begins with a consonant: keep the final silent **-e.**
  achieve / achiev**ement** care / car**eful**
- When adding a suffix to a one-syllable word that ends in vowel + consonant: double the consonant.
  hit / hi**tting** stop / sto**pped**
- Change a final **y** to **i,** except when adding **-ing.**
  day / da**ily** try / tr**ied** play / pla**ying**

Frequently Misspelled Words

address	broccoli	embarrass	government	jewelry	library	necessary	prejudice	scissors	through
arctic	calendar	exercise	height	judgment	mathematics	neighbor	raspberry	separate	truly
beginning	definite	fascinate	humorous	ketchup	miniature	occasion	receive	sincerely	until
believe	desperate	February	independent	knowledge	misspell	piece	rhythm	special	Wednesday
bicycle	disastrous	foreign	jealous	leisure	mysterious	precede	science	thorough	weird

Homophones

- **Homophones** are words that have the same pronunciation but different spellings and meanings.

Homophone	Example
to = part of a verb infinitive; also a preposition	I want **to** read my book. I went **to** the store for my grandfather.
two = the number 2	My **two** shoes are beside the bed.
too = also	My books are at home. My notebook is, **too.**
it's = it is	**I** lost my backpack. **It's** not in my bedroom.
its = possessive adjective	I like that house and especially **its** porch.
their = possessive adjective	**Their** room is usually messy.
they're = they are	**They're** always quiet.
there = place	My house is over **there** by the shopping mall.
your = possessive adjective	When is **your** birthday?
you're = you are	**You're** the best teacher in the school.

Other homophones

buy (to purchase) / **by** (a preposition) / **bye** (short form of good-bye)
fir (tree) / **fur** (animal hair)
hair (on your head) / **hare** (animal)
pair (two) / **pear** (fruit)
peace (quiet; no war) / **piece** (part of something)
scene (part of a play) / **seen** (past participle of the verb *see*)
write (form letters or words) / **right** (correct; a direction)

Homographs

- **Homographs** are words that are spelled the same but have different meanings.
- They may or may not have the same pronunciation.

Homograph	Example
dove = a small bird	A white **dove** flew by.
dove = past tense of the verb *dive* (different pronunciation)	I **dove** into the swimming pool.
just = fair and reasonable	My mother is a **just** person.
just = a short time ago (same pronunciation)	The baby **just** fell asleep.
tear = rip	He has a **tear** in his shirt.
tear = water from the eye (different pronunciation)	There are **tears** in her eyes.
well = in good health	Marco doesn't feel **well.**
well = a hole made in the ground to reach water, oil, etc. (same pronunciation)	There is no water left in the **well.**

Roots, Prefixes, Suffixes

Common Greek and Latin Word Roots

Greek Root	Meaning	Example
astro	star	astronaut
auto	self	automatic
biblio	book	bibliography
bio	life	biology
meter	measure	speedometer
micro	small	microscope
sphere	ball	hemisphere
tele	from afar	telephone

Latin Root	Meaning	Example
centi	hundred	centipede
contra	against	contrary
dict	say, speak	dictate
fract	break	fraction
man	hand	manual
pop	people	population
struct	build	construct
vid/vis	see	video/visual

Prefixes

- A **prefix** is a group of letters added to the beginning of a word.
- The word it is added to is called the **root word.**
- The prefix changes the meaning of the root word.

Prefix	Meaning	Example
anti-	against	antifreeze
bi-	two	bicycle
dis-	not, opposite	dislike
inter-	between	international
mid-	middle	midway
mis-	not, incorrectly	misunderstand
over-	over	overlook
pre-	before	preview
re-	back, again	rewrite
super-	above	superstar
un-	not	unhealthy

Suffixes

- A **suffix** is a group of letters added to the end of a root word.
- A suffix changes the meaning of the root word.

Suffix	Meaning	Example
-able	can be done	removable
-en	made of	wooden
-er, -or	one who	worker, actor
-ful	full of	careful
-ist	one who	dentist
-less	without	fearless
-ment	action or process	enjoyment
-ness	condition of	kindness
-ous	possessing the qualities of	gaseous
-tion	act, process	attraction

Syllabication

- A **syllable** is a unit of pronunciation.
- A syllable contains only one vowel sound.
- A word can have one or more syllables.
- Dividing words into syllables helps you learn how to pronounce them.

Closed Syllables

- A closed syllable ends in a consonant.
- A closed syllable has one vowel.
- The vowel sound in a closed syllable is short.

  sat, run, nap/kin, **sub/ject**

Open Syllables

- An open syllable ends in a vowel.
- The vowel sound in an open syllable is usually long.

  me, no, she, mu/sic, **ta**/ble, **o**/pen

Final -e Syllables (VCe)

- A final **-e** syllable ends in a vowel (V), a consonant (C), and a final **-e.**
- The final **-e** is silent and makes the earlier vowel long.

  make, cute, hope a/**lone,** in/**side**

Vowel Digraphs (Vowel Teams)

- A vowel digraph (or vowel team) is created when two vowels together form one vowel sound in the same syllable.
- The vowel sound in a vowel digraph syllable is long.

  boat, meat, ex/**plain,** re/**peat, sea**/son

r-Controlled Vowels

- **r**-controlled vowels contain a vowel followed by an **r.**
- The vowel sound is affected by the **r.**
- When dividing a word into syllables, the vowel and the *r* usually stay in the same syllable.

  car, her, bird, but/**ter,** en/**ter, per**/son

Consonant + -le

- A common syllable spelling pattern is a consonant + **-le.**
- The **e** is silent.
- The syllable appears at the end of a word.

  ta/**ble,** cir/**cle,** ti/**tle**

Punctuation

Period (.)

Declarative Sentence	A statement is called a declarative sentence. Put a period at the end of a declarative sentence.	Today is the first day of school.
Abbreviations	An abbreviation is a short form of a word. Put a period at the end of an abbreviation.	Tuesday → Tues. inch → in.

Question Mark (?)

Questions	A question is also called an interrogative sentence. Put a question mark at the end of a question.	What is your name? Are you going to the party?

Exclamation Point (!)

Exclamations and Emphasis	An exclamation point at the end of a sentence shows strong feelings or surprise. Use exclamation points with exclamatory sentences and with imperative sentences for emphasis.	The burrito was delicious! Don't eat the lettuce! I didn't wash it yet.

Comma (,)

Items in a Series	Use a comma after each part of a series. A series has three or more parts.	I have a pen, a pencil, and a book.
In Dates	Use a comma after the day in a date.	September 13, 2009
In Addresses	Use a comma before an apartment number. Use a comma after a city.	126 First St., Apt. 3A Santa Ana, CA 92701
In Letters	Use a comma after the greeting and the closing in a friendly letter.	Dear Aunt Mary, Your friend,
In Compound Sentences	Use a comma to link independent clauses in a compound sentence joined by conjunctions: **and, but, or, nor, for, so, yet.** The comma comes before the conjunction.	I like apples, but I prefer strawberries. You need to leave now, or you'll miss the bus.

Apostrophe (')

Contractions	An apostrophe takes the place of missing letters in contractions.	it is → it's he will → he'll
Possessives	An apostrophe + **s** indicates possession. If the word is singular and ends in **s,** add **'s.** If the word is plural and ends in **s,** just add an apostrophe.	the girl**'s** book Lois**'s** book the boys**'** house

Quotation Marks (“ ”)

Quotations	**Quotation marks** show the exact words people say. Put quotation marks where the speaker's words start and stop. Put a comma between the quote and the speaker of the quote.	**“Let me clean the car,”** Ramón said. Ramón said**, “**Let me clean the car.**”**
Titles	Use quotation marks for titles of articles in newspapers and magazines, poems, songs, and short stories.	Did you read the article “New Park Opens” in *The Daily News*? My favorite poem is “The Road Not Taken,” by Robert Frost.

Parentheses (( ))

Extra Information	Parentheses are curved signs that give extra information or an explanation in a reading.	You use it to access (make use of) hundreds of Web sites.

Semi-colon (;)

To Connect Independent Clauses	Use a semi-colon to connect two independent clauses when there is no conjunction (such as **and, but, or, nor**).	Some people like country music; some people don't.

Colon (:)

In Time	Use a colon to separate hours from minutes.	10:15 AM 9:33 PM
In Letters	In a business letter, use a colon after the greeting.	Dear Mr. Best**:**
A List	Use a colon to introduce a list.	Kim enjoys lots of physical activities: hiking, swimming, soccer, and baseball.

Italics

- When using a computer, use *italics* in the situations below.
- When using handwriting, use underlining.

For Emphasis	Use italics for words you want to emphasize.	Do you *really* want to go?
Titles of Documents	Use italics for titles of: documents, newspapers, magazines, books, movies.	*The Constitution* *The Sunday News* *Fun Magazine* *The Pearl*
Foreign Words	Use italics for foreign words in an English sentence.	In Turkish, the first two numbers are *bir* and *iki*.

Capitalization

First Word in Sentence	Use a capital letter for the first word in a sentence.	**A** word problem uses words and data.
First Word in a Quoted Sentence	Use a capital letter for a quotation that is a complete sentence. Do not use a capital letter for the second part of a quoted sentence that is interrupted.	He said, "**W**e are leaving at 4:00." "We are leaving," he said, "at 4:00."
Pronoun "I"	The subject pronoun **I** always has a capital letter.	Mario is hungry, but **I** am not.
Proper Nouns	The names of the days and months always begin with capital letters. The names of people and titles always begin with capital letters.	My birthday is **T**uesday, **M**arch 24th. My father's name is **D**r. **I**brahim.
Nationalities, Languages, Academic Courses, Organizations, Holidays, Historical Events, and Special Events	Use capital letters for the names of nationalities, languages, academic courses, organizations, holidays, historical events, and special events.	**A**merican **S**panish **A**lgebra I **T**he **A**merican **R**ed **C**ross **F**ourth of **J**uly **B**attle of **G**ettysburg **W**inter **C**oncert
Specific Places and Geographical Names	Use capital letters for street names. Use capital letters for the names of cities, states, countries. Use capital letters for the names of mountains, rivers, lakes, and oceans.	**F**ifth **A**venue, **E**ast **S**treet **S**acramento, **C**alifornia **U**nited **S**tates the **R**ocky **M**ountains, the **H**udson **R**iver, **L**ake **E**rie, the **P**acific **O**cean
Titles of Works	Capitalize the first word and the important words in the titles of books, magazines, newspapers, works of art, musical compositions.	***B**efore **W**e **W**ere **F**ree* ***S**cientific **M**agazine* ***C**ommunity **N**ewspaper* ***M**ona **L**isa* "**S**ymphony **N**o. 5"

Editing and Proofreading Symbols

Symbol	Meaning
¶	insert a paragraph indent
⌇	transpose (move around) letters, words, or sentences
Sp	check spelling
^	insert word, words, or punctuation mark
⌒	delete/take out
^,	insert a comma
⊙	insert a period
^;	insert a semicolon
⊙	insert a colon
‹‹ ››	insert quotation marks
≡	make a capital
/	make lowercase
#	insert a space
⌒	close up the space

Revising and Editing

Revising and Editing Checklist

1. **Development of Ideas/Content**
   - **a.** Did I choose an appropriate form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) for my purpose?
   - **b.** Is the purpose of my writing clear?
   - **c.** Is my writing focused on the topic I chose to write about?
   - **d.** Did I support my ideas with details, facts, examples, and explanations?
   - **e.** Did I write appropriately for my audience?

2. **Organization**
   - **a.** Is my writing clear and logical?
   - **b.** Do I have a strong, interesting beginning that gets the reader's attention?
   - **c.** Did I group related ideas? Did I use transition words correctly?
   - **d.** Did I maintain a consistent focus?
   - **e.** Do my ideas progress logically? Can I improve the progression?
   - **f.** Can I improve the meaning and focus of my writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences?
   - **g.** Do I have a strong ending that summarizes my topic?

3. **Sentence Structures**
   - **a.** Are my sentences complete? Do they have a subject and a verb?
   - **b.** Did I use declarative, interrogative, imperative, and exclamatory sentences appropriately?
   - **c.** Did I make sure that there are no run-on sentences or fragments?
   - **d.** Did I use different types of sentences—simple, compound, complex, and compound-complex?
   - **e.** Can I revise to connect short, related sentences with appositives, participial phrases, adjectives, adverbs, conjunctions, transitions, and prepositional phrases?

4. **Paragraph Structure**

   Single Paragraph
   - **a.** Does my paragraph have a topic sentence?
   - **b.** Did I support my topic sentence with facts and details?

   Multi-Paragraph
   - **a.** Did I provide an introductory paragraph?
   - **b.** Did I establish and support a central idea with a topic sentence at or near the beginning of the first paragraph?
   - **c.** Did I include supporting paragraphs with simple facts, details, and explanations?
   - **d.** Did I provide details and transitional expressions that link one paragraph to another in a clear line of thought?
   - **e.** Did I conclude with a paragraph that summarizes the points?

5. Grammar and Usage (see pages 410-426)

- **a.** Is my writing in the right tense (for example, present or past tense)?
- **b.** Did I use subject pronouns and object pronouns correctly?
- **c.** Did I use the pronouns *she*, *her*, or *hers* for women and girls, and *he*, *him*, or *his* for men and boys?
- **d.** Do my verbs agree with their subjects? Did I use singular verb forms with singular subjects and plural verb forms with plural subjects?
- **e.** Did I use articles, nouns, adjectives, and compound words correctly?
- **f.** Did I use correct verb forms (regular and irregular) and appropriate verb tenses?

6. Word Choice

- **a.** Did I choose exact and descriptive words?
- **b.** Did I use a dictionary, thesaurus, or glossary to help me choose better words?
- **c.** Did I eliminate extra words so that my writing is not wordy?

7. Writing Conventions

Form

- **a.** Did I write my name and the date?
- **b.** Did I write a title and underline it?
- **c.** Did I leave margins at the top and bottom and on both sides of the paper?
- **d.** Did I use correct spacing between letters in words and words in a sentence?
- **e.** Did I indent the first line of each paragraph?
- **f.** Did I use my best handwriting or, if I used a computer, did I create an attractive presentation?
- **g.** Did I need to include a bibliography? If so, did I correctly cite my references?

Spelling (see page 428-429)

- **a.** Did I check the spelling of all words I'm not sure about?
- **b.** If I wrote my paper on a computer, did I use the spell check?

Punctuation (see pages 432-433)

- **a.** Did I punctuate each sentence with the right punctuation mark (., ?, !)?
- **b.** For direct speech, did I use quotation marks and commas correctly?
- **c.** Did I use apostrophes correctly in contractions and possessives?
- **d.** Did I use parentheses for extra information?
- **e.** Did I use commas, colons, and semicolons correctly?

Capitalization (see page 434)

- **a.** Did I capitalize the pronoun "I" and the names of proper nouns?
- **b.** Did I start each sentence with a capital letter?

8. My Own Criteria

What are some things you want to look for in your writing?

- **a.**
- **b.**
- **c.**

The Research Process

The Research Process

STEP 1 Identify a topic.
Choose a topic that is specific, not general. It is difficult to research and write about a general topic.

General Topic	Specific Topic
Rain Forests	The Climate of the Rain Forests
	Ways to Save the Rain Forests

STEP 2 Frame a central question or questions about your topic.
Your questions guide your research. As you find out information, write new questions and revise your original questions, as necessary.

STEP 3 Use references.
Find out more about your topic by using a variety of reference resources.

Reference	Description	How to Use It
computer catalog	database of all books in the library	Type in keywords to find books and other references related to your topic. Ask the librarian for help, if necessary.
books	books with information related to your topic	Look at the table of contents, preface, appendix, and index to locate content related to your topic. Also look at citations, end notes, and bibliographic entries that provide more information.
encyclopedias	collection of articles on thousands of topics; often include illustrations, photos, charts, and maps	Print encyclopedias: Look up topics are in alphabetical order; they often have cross-references to related topics. CD-ROM or online encyclopedias: Type in keywords related to your topic, then click on the articles; links within the articles indicate cross-references.
atlas	collection of maps that show location of places or other features, such as geographic, economic, or political features	Print atlas: Look at the table of contents or index to locate information related to your topic. CD-ROM or online atlas: Type in keywords related to your topic, then click on the links.
almanac	yearly publication that includes lists, tables, and brief articles relating to a topic	Print almanac: Look at the table of contents or index to locate information related to your topic. CD-ROM or online almanac: Type in keywords related to your topic, then click on the links.

Reference	Description	How to Use It
dictionary	list of words in alphabetical order with pronunciation, part of speech, meanings, and often word origins	Print dictionary: Look up the word alphabetically. CD-ROM or online dictionary: Type in the word.
thesaurus	dictionary of synonyms (words with the same or similar meanings); often includes antonyms (words with opposite meanings)	Print thesaurus: Look up the word alphabetically; use the head words (words at the top of the page) to guide you. CD-ROM or online thesaurus: Type in the word.
magazine	a weekly or monthly publication that includes articles, stories, essays, and photos	Use an electronic database at the library to locate magazines with articles about your topic. Use the table of contents of the magazine to find the article. Current issues are usually on display. Older ones will be in the electronic archives.
newspaper	a daily or weekly print paper containing news articles	Use an electronic database at the library to locate articles about your topic. Current issues are usually on display. Older ones will be in the electronic archives.
internet	a computer network of electronic information	Type keywords into a browser. Scan the links to find sites that seem useful.

STEP 4 Take notes on note cards.

Note cards help you keep track of the information you find and the sources of the information. Use note cards to organize this information.

a. Follow the format below to record the information that answers your questions.
b. Paraphrase or summarize the information from your source. Use your own words.
c. If you cite words directly from the source, you must use quotation marks.
d. Provide the complete source information. See page 440 for how to cite sources.

TOPIC: _____

Question: _____
(What do you want to know?)

Paraphrase or summarize your source:
OR **"Quote" your source:**

Source:

When citing sources using handwriting, use underlining as shown below.
When using a computer, use *italics*.

Citations for Reference Sources

reference	how to cite
book	Author. Title of Book, City of Publication: Publisher, Year. **Example:** Roper, Edward R. Rain Forest, New York: Omni Publishing, 1998.
encyclopedia	Author of Article, "Title of Article." Title of Book. City of Publication: Publisher, Year. **Example:** Alpert, Louis C. "Inca." Encyclopedia Americana, International Edition. 1999.
magazine or newspaper	Author of Article. "Title of Article." Title of Magazine or Newspaper Date: Page(s). **Example:** Tyler, Dawn. "On the Sands." Hawaii Living February 1998: 20-23.
Internet article	Creator's Name (if given). "Title of Article." Web Page Title. Institution or Organization. Date of access. <URL address>. If you cannot find the information, use the web address as the citation. **Example:** Likakis, Angela. "The World of Science." Science News. Science Resource Center. InfoSci. February 28, 1998. <http://infosci.thinkgroup.com/itweb/boston_massachusetts>

STEP 5 Write your research paper.

a. Organize your note cards in logical sequence.
b. Create an outline from your notes. See page 442 for how to create an outline.
c. Use your outline to draft your paper.
d. Revise and edit your paper. Use the Research Paper Checklist on page 442.
e. Incorporate visuals.

STEP 6 Create a title page, table of contents, and bibliography.

a. The first page should include the title of your research paper, centered on the page. Include your name and the date in the bottom right-hand corner.
b. At the beginning of your research paper, make a "Table of Contents" to show the organization.
c. At the end of your paper, start a new page with the title "Bibliography."
d. In your bibliography, list all your sources. Use the correct citation format. List your sources in alphabetical order.

Research Paper Outline

1. Sort your note cards before you do your outline.
2. Organize topics and subtopics into a logical order.
3. Write a topic or a thesis.
4. List major headings after a Roman numeral and a period.
5. List subtopics after a capital letter and a period.
6. List supporting details and examples after a number and a period.

Title

I. Topic 1 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

II. Topic 2 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

III. Topic 3 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

IV. Topic 4 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

V. Conclusion (restate thesis)

Research Paper Checklist

1. **Research**
   - **a.** I framed a central question.
   - **b.** I researched my question using a variety of reference materials.
   - **c.** I took notes with information from these sources.
   - **d.** I revised my research questions and added new ones as needed.
   - **e.** I organized my information in an outline.
   - **f.** I used at least three sources.

2. **Reference Materials**
   - **a.** I evaluated each reference source for credibility.
   - **b.** I did not plagiarize. I summarized and paraphrased, or I quoted my sources.
   - **c.** I documented sources for all information that is not my own opinion.
   - **d.** When I used exact words from a source, I put them in quotation marks and cited where they came from.

3. **Organization**
   - **a.** I stated my thesis clearly in the introduction.
   - **b.** I stayed focused on my topic and thesis.
   - **c.** I combined short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
   - **d.** I used transitional words between paragraphs.
   - **e.** I summarized and answered my thesis question in the conclusion.

4. **Writing**
   - **a.** I checked my spelling with a dictionary or with the computer's spell check.
   - **b.** I checked my punctuation in every sentence.
   - **c.** I checked my choice of words.
   - **d.** I checked my verb tenses and subject-verb agreement.

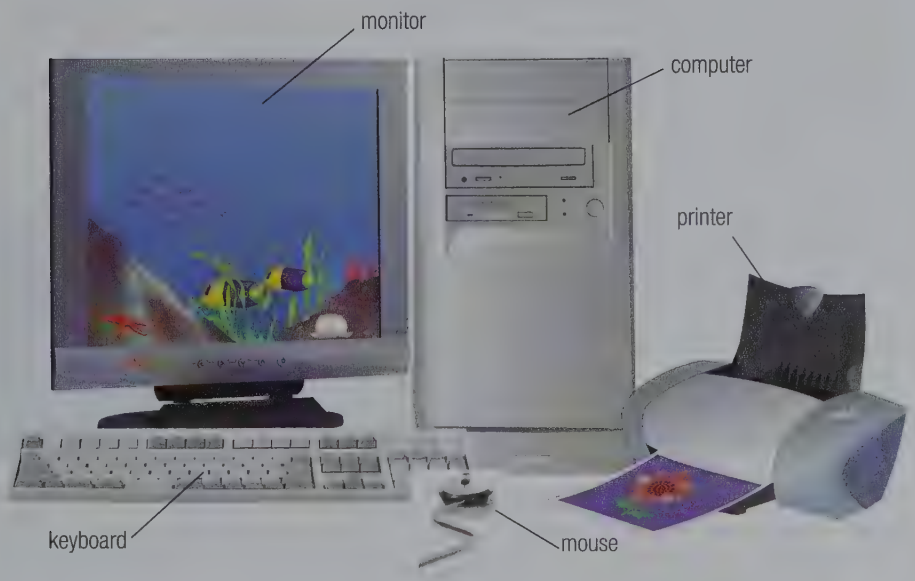
5. **Form**
   - **a.** I wrote an interesting title that reflects the subject.
   - **b.** I wrote my name and date.
   - **c.** I used correct margins on each page.
   - **d.** I used double spacing on the computer.
   - **e.** I indented each paragraph.
   - **f.** I used correct capitalization and punctuation.
   - **g.** I cited my sources correctly.

5. **Evaluation**
   - **a.** I thought about how well I answered my research questions.
   - **b.** I thought about questions for further research.

Technology Guide

The Computer

You can use a computer to help you work. You can also use a computer to help you find information. A computer is made up of **hardware** and **software.** Hardware is the part of the computer that you can touch. Software is the instructions that make the computer work.



Computer Hardware

1. The most important part of a computer is the box that contains the computer's memory. Your information is stored in the computer's memory.
2. You give information to the computer by typing on a keyboard or by clicking a mouse.
3. You see the information on the monitor. The monitor looks like a television screen.
4. You can use a printer to print the information on paper.

Computer Software

Software is made to do a special kind of job. For example, there is software that helps you write and edit your writing (word processing). There is software that makes it easy to create presentations. Other software lets you find information on the Internet. These pieces of software are also called **programs** or **applications.**

Word Processing

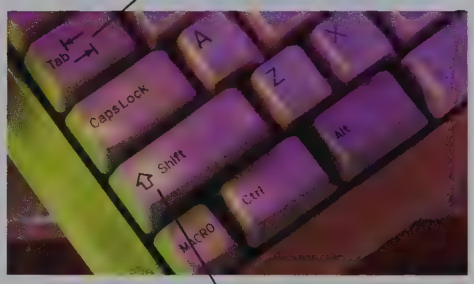
A word processing program is a tool for writing. You can use it to:

- correct mistakes, move text around, and add or delete text.
- do spelling and grammar checks to help you find and correct errors.
- find synonyms by using a thesaurus in the program.
- create visuals.
- choose text features such as **boldface type** and *italic type*.

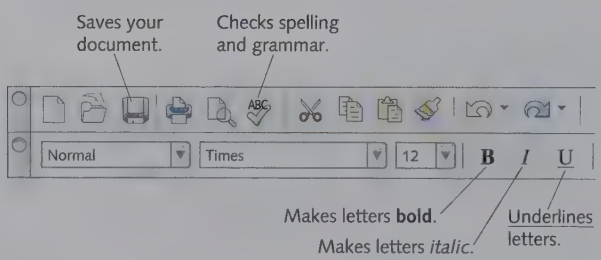
How to Create a Document

Anything that you write in a word processing program is called a **document.**

1. Make sure that the computer is on.
2. Find the **icon** (the little picture) for your word processing program on the screen.
3. Use the mouse to move the arrow onto the word processing icon and click on the program to open it. Different computers do this in different ways. Ask someone to help you.
4. When the program opens, you can start typing.
5. You can learn how to use special keys on the keyboard. For example, if you press the key marked **Tab** when you are at the beginning of a line, the computer will make a paragraph indent. The **Shift** keys make capital letters.



6. Look at the icons in this illustration. You can click on these icons with the mouse to make special effects such as **bold** or *italic* type. (The icons on your program might be different from these.)



7. VERY IMPORTANT: The computer will not "remember" your work by itself. You have to save it to the computer's memory. There is a Save icon that will make the computer do this. When you click on the Save icon the first time, the computer will ask you to name your document. As you write, save your work often.
8. When you have finished your first draft, use the spelling and grammar checks to find and fix errors. You can add text features and visuals if you like. Print your work or send it to someone by e-mail.

Technology Presentations

Using media such as video, graphics, and slides on a computer can make your oral presentations clearer and more interesting.

STEP 1 Plan the media parts of your presentation.

1. Plan, organize, and prepare your presentation. Take notes on how technology could help make your points.
   - **a.** Is there a video that would help show your idea? Could you make one?
   - **b.** Would music add to your presentation? What kind? Where can you get it?
   - **c.** Should you show charts and visuals on the computer?
2. Make note cards. Use one card for what you will say and another card for the technology parts. Put the cards in order.

Card 1 My speech	Card 2 Media	Card 3 My speech
Sports Important in our community Most people like some kind of sport. Introduce video.	Play video of sports scenes in town.	Sports are fun. Teamwork Healthy

STEP 2 Prepare the media parts of your presentation.

1. Find or create the images and sounds that you want to use. Look in the "Clip Art" section of your software or scan art or photos into your program.
2. If available, use the presentation software on your computer to organize the images and sounds.

STEP 3 Practice your presentation.

1. Practice your technology presentation out loud.
2. Ask a partner to watch your presentation and give suggestions for improvement.

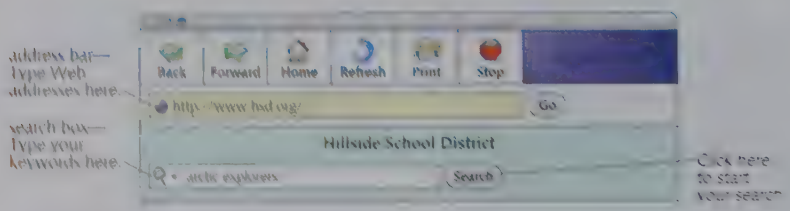
STEP 4 Give your technology presentation to your audience.

1. Set up your equipment early to be sure that everything is working.
2. After your presentation, ask the audience to evaluate your presentation.

How to Use the Internet

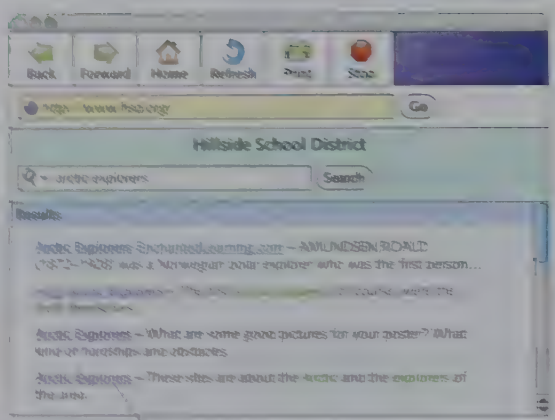
Key Definitions

Internet	millions of computers connected together to exchange information
Web sites	locations on the Internet
browser	software that lets you see Web sites
keywords	words typed into a search engine to find information on a certain topic
link	takes you to another Web site or to another place on the same Web site when you click your mouse on it



Do Research on the Internet

1. Open your browser. Ask your teacher or a classmate how to do this.
2. Type keywords for your topic in the "search" box. Click on the button that says "go" (or "start" or "search").
3. Look at the list of Web sites that comes up on the screen. Choose one of the sites that seems interesting and click on it.
4. On a Web site, there are pages of information. Sometimes there are links to take you to other Web sites.
5. If you already know the exact address of a Web site, you can type it into the address bar. For example: http://visions.heinle.com



Links are underlined. Click on a link to go to that site.

Use Information from the Internet

Many Web sites have good information. Others may have mistakes, or they may tell only one side of an issue. You must evaluate the information that you find on the Internet. Ask your teacher or another adult for suggestions of sites that you can trust. Use other resources to check the information you find on the Internet.

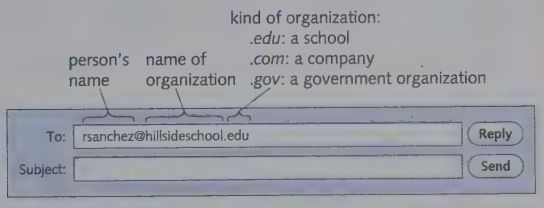
How to Use E-Mail

Key Definitions

e-mail	software that lets you type a message and send it to someone else who has e-mail
e-mail address	where the e-mail system sends the message
inbox	a list of who sent you messages and what the messages are about

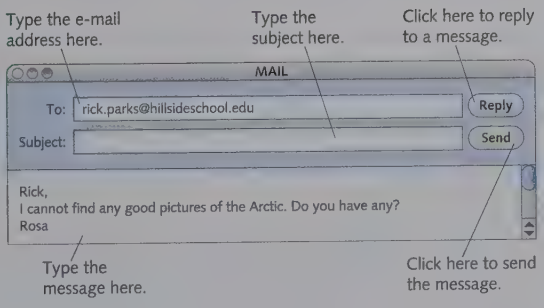
Read an E-Mail Message

1. Open the e-mail program. Ask your teacher or a classmate how to do this. See if there are any new messages in your inbox.
2. Open a message. Programs do this differently. Usually you double click the mouse on the message.
3. Read the message.
4. If you want to keep the message, do not do anything. The computer will save it in your inbox. If you want to discard the message, click on the "delete" button on the toolbar.
5. To send an answer back, click on the "reply" button. Write your message and click "send."

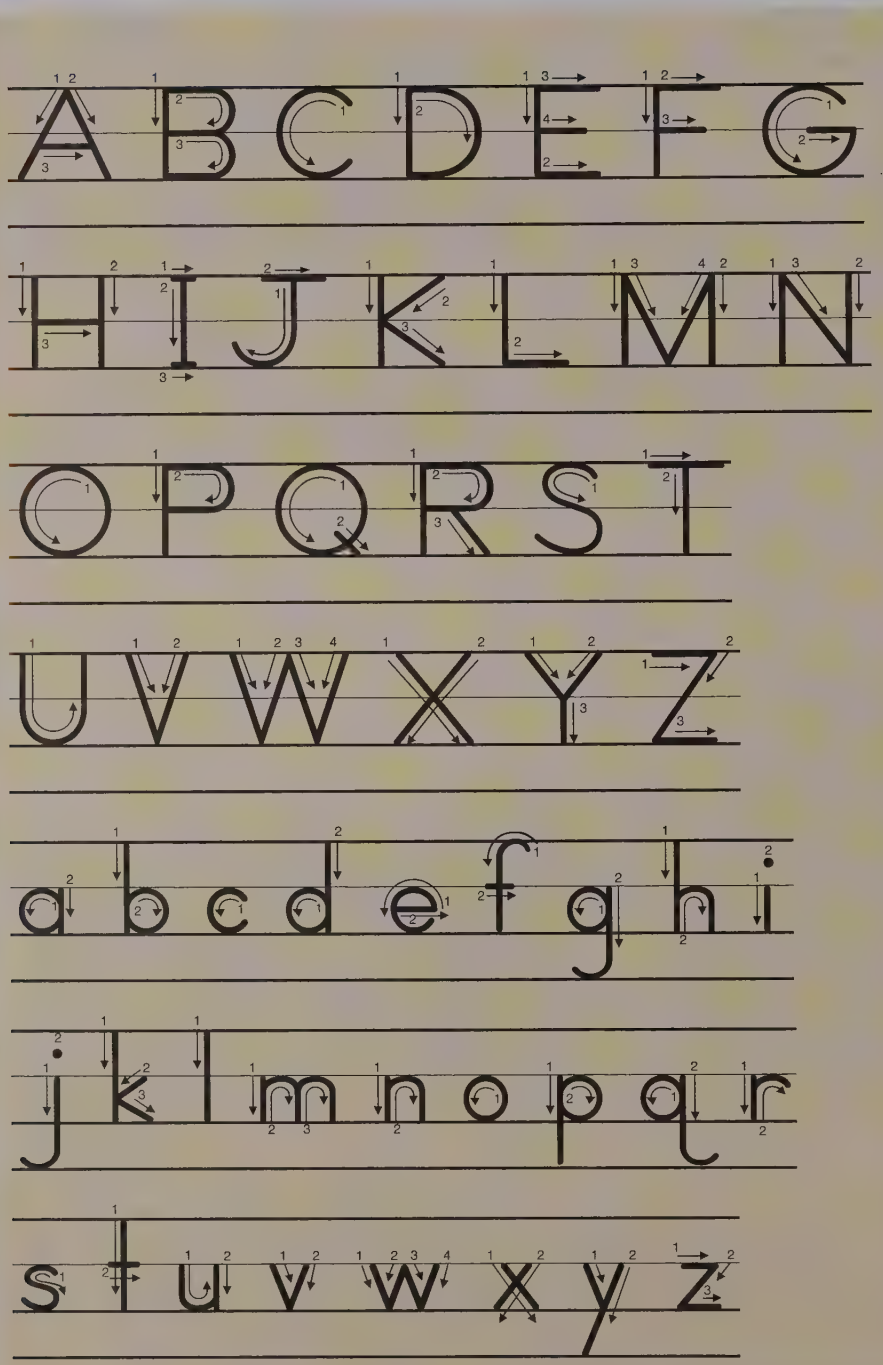


Send an E-Mail Message

1. Open your e-mail program.
2. On the toolbar, click on the "new message" button.
3. Type in the address of the person you are writing to.
4. Type in a subject that tells what the message is about.
5. Type your message.
6. Click on the "send" button.

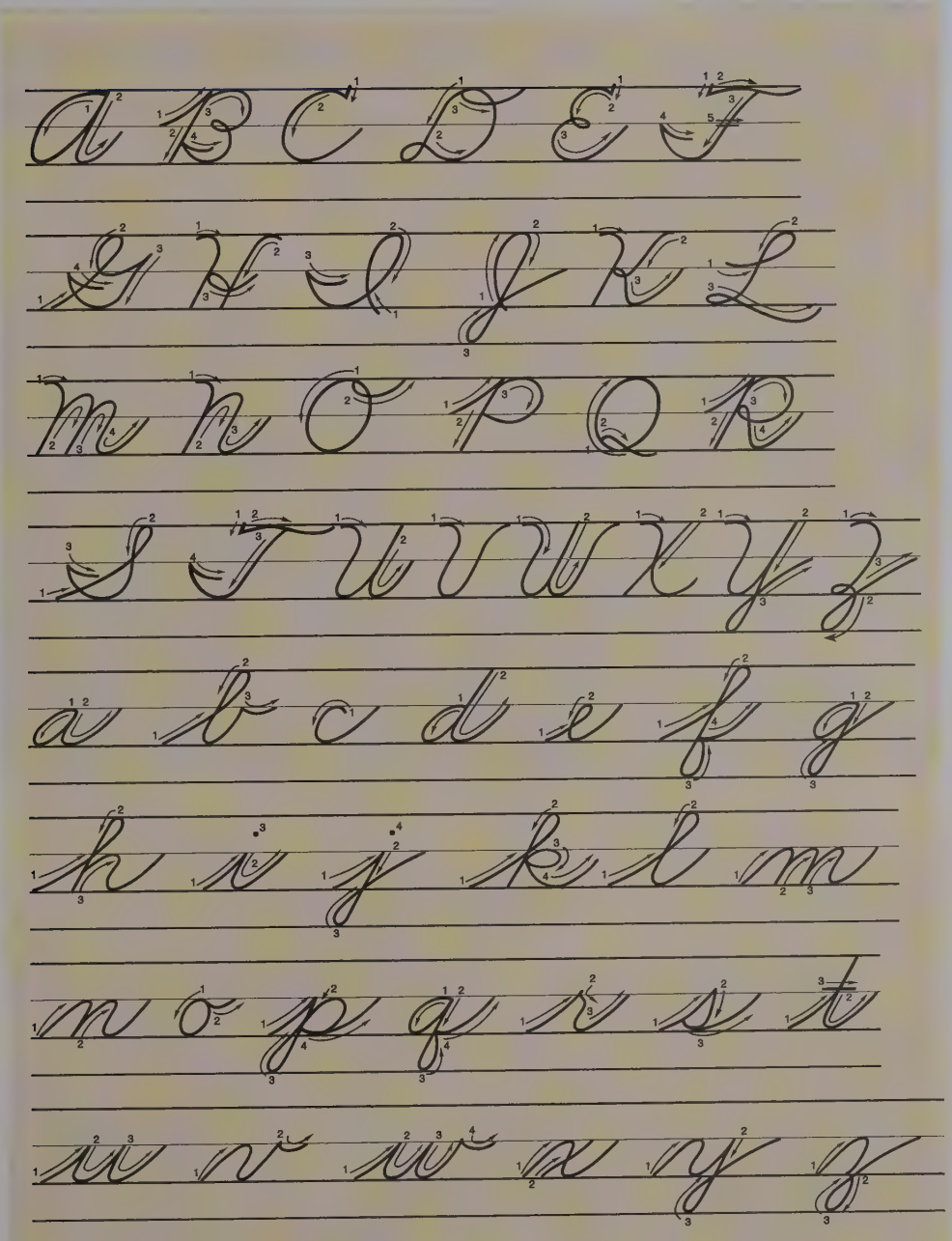


Print Letters



448

Cursive Letter



Glossary:

Key Vocabulary, Academic Vocabulary, Literary/Text Element Terms

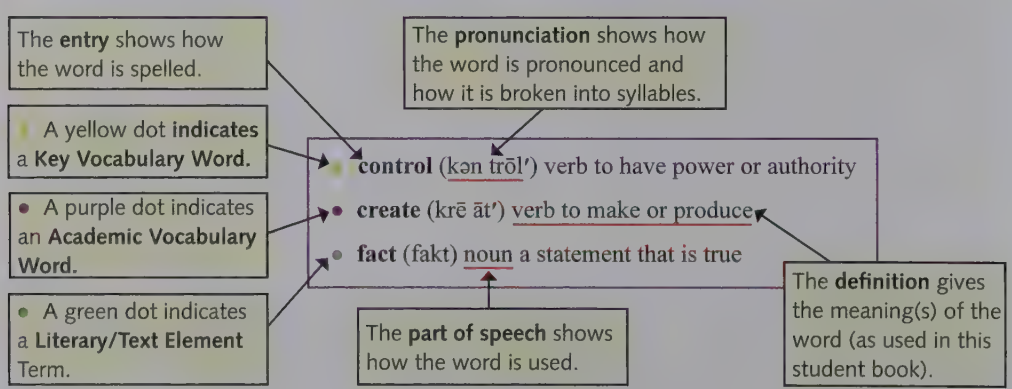
Glossary Pronunciation Key

- The pronunciation of each listing is shown after the listing in parentheses.
- The words below are examples of how each letter and sign is pronounced.
- The symbol (′) appears after a syllable with heavy stress.
- The symbol (ˈ) appears after a syllable with light stress.

For example: pronunciation (prə nunˈsē āˈshən)

a	map, flag	**k**	keys, sink	**th**	the, mother
ā	gate, play	**l**	library, animal	**u**	run, son
ä	art, barn	**m**	math, room	**ü**	school, rude
â	fare, scared	**n**	nice, green	**ŭ**	could, pull
b	book, tub	**ng**	sing, hang	**v**	value, weave
ch	chair, teacher	**o**	hot, closet	**w**	watch, shower
d	desk, bald	**ō**	motive, polar	**y**	yes, employer
e	net, pen	**ô**	war, story	**z**	zip, stanza
ē	heal, scene	**ŏ**	fall, cause	**zh**	visual, conclusion
ėr	nurse, germ	**oi**	soil, annoy	**ə**	a in ability
f	fact, sofa	**ou**	proud, brown		e in liberty
g	go, bag	**p**	pillow, lamp		i in pencil
h	helmet, holiday	**r**	ruler, hair		o in dictionary
i	miss, image	**s**	sunny, class		u in injury
ī	wise, rhyme	**t**	time, weight		
j	jacket, subject	**th**	theme, truth		

How to Use the Glossary



450

A

- **abandoned** (ə ban′dənd) *adjective* empty
- **accompany** (ə kom′pə nē) *verb* to go with someone somewhere
- **accurate** (ak′yər it) *adjective* exact, correct
- **acquaintance** (ə kwān′təns) *noun* a person whom one knows, but not well
- **adapt** (ə dapt′) *verb* to change, to function in a new way, to adjust
- **adjustment** (ə just′ mənt) *noun* a small change to make something correct
- **admire** (ad mīr′) *verb* to respect, to approve of
- **advantage** (ad van′tij) *noun* a good feature, benefit
- **advice** (ad vīs′) *noun* opinion(s) given to someone about what to do
- **agreement** (ə grē′mənt) *noun* a decision between two or more people, an understanding
- **allow** (ə lou′) *verb* to let, to permit
- **analogy** (ə nal′ə jē) *noun* a comparison of words based on a similarity in the relationship between them
- **analyze** (an′līz) *verb* to think about or examine something in order to understand it
- **antonym** (an′tə nim) *noun* a word that means the opposite of another word
- **article** (är′ti kəl) *noun* a short reading that usually appears in a magazine, newspaper, or book
- **astonished** (ə ston′isht) *adjective* greatly amazed, surprised
- **author** (ô′thər) *noun* person who writes the article
- **autobiography** (ô′tō bī ŏg′rə fē) *noun* a nonfiction story of a person's life written by that person

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

B

- **ban** (ban) *verb* to block, to forbid
- **blush** (blush) *verb* to become red in the face from nervousness or shame
- **body** (bod′ē) *noun* paragraphs that support the main idea with facts, examples, direct quotations, and other evidence
- **bold term** (bōld tėrm) *noun* a special word or phrase in dark type that is related to a topic
- **boxed item and question** (bokst ī′təm ənd kwes′chən) *noun* additional information; questions for review and discussion

C

- **caption** (kap′shən) *noun* brief information about graphics
- **cast of characters** (kast uv kar′ik tərs) *noun* a list and descriptions of the people in the play
- **category** (kat′ə gôr′ē) *noun* a group or type of thing
- **challenge** (chal′ənj) *noun* a difficult job
- **chapter title** (chap′tər tī′tl) *noun* the topic of the chapter
- **chapter** (chap′tər) *noun* a part of a novel that tells the whole story when combined with other parts
- **character** (kar′ik tər) *noun* a person or animal in the story
- **chorus** (kôr′əs) *noun* lyrics in a song that are repeated after verses
- **climate** (klī′mit) *noun* the type of weather that a place or region has
- **cling** (kling) *verb* to hold closely, tightly
- **closing statement** (klōz′ing stāt′mənt) *noun* narrator's personal reflection on the events in his or her life

combination (kom′bə nā′shən) *noun* two or more things, ideas, or events put together

comfortable (kum′fər tə bəl) *adjective* relaxed and restful

commitment (kə mit′mənt) *noun* a promise

compare (kəm pâr′) *verb* to look for the ways two or more things, ideas, or people are alike

concept (kon′sept) *noun* a general idea that usually includes other related ideas

conclusion (kən klü′zhən) *noun* a summarizing judgment or an opinion

conclusive (kən klü′siv) *adjective* without doubt

confidence (kon′fə dəns) *noun* belief in one's abilities

conflict (kon′flikt) *noun* a problem or struggle between characters or events

confront (kən frunt′) *verb* to deal boldly with something difficult or dangerous

connection (kə nek′shən) *noun* the way people, actions, or ideas relate to other people, actions, or ideas

connotation (kŏn′ə tā′shən) *noun* the idea or meaning that a word suggests or implies

conscience (kon′shəns) *noun* one's sense of right and wrong

contain (kən tān′) *verb* to hold within something

contrast (kən trast′) *verb* to look for ways that two or more things, people, or ideas are different

control (kən trōl′) *verb* to have power or authority

create (krē āt′) *verb* to make or produce

curious (kyŭr′ē əs) *adjective* interested in knowing about things

D

dangle (dang′gəl) *verb* to hang down, swing freely

daunted (dawnt′id) *adjective* discouraged or intimidated

delighted (di līt′id) *adjective* very happy, pleased:

demonstrate (dem′ən strāt) *verb* to show

denotation (dē′nō tā′shən) *noun* the literal meaning of a word

depend (di pend′) *verb* to rely on or to need

desperate (des′pər it) *adjective* in immediate, very strong need

detail (dē′tāl′) *noun* a small point within a larger context

diagram (dī′ə gram) *noun* a drawing with markings to show how something is put together or works

dialogue (dī′ə lŏg) *noun* a conversation between two people

dimension (də men′shən) *noun* a measurement of something in one direction

display (dis plā′) *verb* to place in a position to be seen

doubt (dout) *verb* to be uncertain about something; to not believe

drench (drench) *verb* to make completely wet

duty (dü′tē) *noun* a responsibility or obligation

- A yellow dot indicates a **Key Vocabulary Word.**
- A purple dot indicates an **Academic Vocabulary Word.**
- A green dot indicates a **Literary/Text Element Term.**

E

- **element** (el′ə mənt) *noun* a part
- **embarrassed** (em bar′əst) *adjective* feeling self-conscious or ashamed
- **emerge** (i mėrj′) *verb* to appear
- **emotion** (i mō′shən) *noun* a strong feeling
- **energy** (en′ər jē) *noun* the power to do work
- **enthusiastic** (en thü′zē as′tik) *adjective* eager, excited:
- **essay** (es′ā′) *noun* a short piece of writing on a subject
- **evaluate** (i val′yü āt) *verb* to study someone or something and make a judgment about the person or thing
- **evidence** (ev′ə dəns) *noun* words or objects that support the truth of something
- **examine** (eg zam′ən) *verb* to look at closely, scrutinize
- **example** (eg zam′pəl) *noun* a model that represents or explains a general idea
- **exercise** (ek′sər sīz) *noun* an activity for practicing and applying concepts needed to solve a problem
- **expand** (ek spand′) *verb* to grow larger
- **experience** (ek spir′ē əns) *noun* an event, a happening
- **explain** (ek splān′) *verb* to give information about, make clear; to give reasons for
- **express** (ek spres′) *verb* to speak about, declare

F

- **fable** (fā′bəl) *noun* a short, imaginary story that teaches a lesson
- **fact** (fakt) *noun* a statement that is true
- **fascinated** (fas′n āt′id) *adjective* interested in greatly
- **figurative language** (fig′yər ə tiv lang′gwij) *noun* words that express meaning in colorful, creative ways
- **first-person point of view** (fėrst pėr′sən point əv vyü) *noun* narration told by someone who is a character in a story
- **flap** (flap) *verb* to move up and down, or sideways
- **flow** (flō) *verb* to move smoothly, stream
- **follow-up question** (fa′lō up kwes′chən) *noun* a question for checking solutions and reflecting on learning
- **foolish** (fü′lish) *adjective* showing poor judgment
- **form** (fôrm) *verb* to shape, make an object
- **frantically** (fran′tik əl ē) *adverb* with desperation
- **free verse** (frē vėrs) *noun* a type of poem that does not have regular rhythms or patterns

G

- **glide** (glīd) *verb* to fly through the air without power
- **graphic** (graf′ik) *noun* a visual feature, such as a drawing, photograph, or map, that helps the reader understand the text
- **Greek chorus** (grēk kôr′əs) *noun* a group of characters who comment on the action in a story

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

H

- **heading** (hed′ing) *noun* the topic of a section; a main heading is usually larger in size and has a more general topic than a subheading
- **hesitant** (hez′ı tənt) *adjective* unsure, reluctant
- **humble** (hum′bəl) *adjective* modest

I

- **identify** (ī den′tə fī) *verb* to be able to point out something; to recognize
- **idiom** (id′ē əm) *noun* a phrase that does not literally mean what the words say
- **ignorant** (ig′nər ənt) *adjective* unknowing, uninformed
- **illustrations and photographs** (il′ə strā′shənz and fō′tə grafs) *noun* images that help to explain the topic or subtopics
- **image** (im′ij) *noun* a picture
- **impress** (im pres′) *verb* to cause to admire
- **inference** (in′fər əns) *noun* a guess based on evidence.
- **informational text** (in′fər mā′shən əl tekst) *noun* a type of nonfiction writing that contains facts, explanations, and examples
- **inherit** (in her′it) *verb* to receive something after another person no longer needs it
- **instinct** (in′stingkt) *noun* a natural, unlearned behavior or ability
- **interpret** (in tėr′prit) *verb* to decide on the meaning of something that is not directly or clearly stated
- **interpretation of fact** (in tėr′prə tā′shən uv fakt) *noun* a conclusion the author draws from true information
- **introduction** (in′trə duk′shən) *noun* a beginning, which sets the scene and time for the reader or a paragraph that gives a brief statement of the main idea
- **isolate** (ī′sə lāt) *verb* to set apart

K

- **key term** (kē tėrm) *noun* a special vocabulary word or phrase that is important to the topic of a text; key terms are sometimes listed at the beginning of the section

L

- **label** (lā′bəl) *noun* a word or phrase that points to and names parts of a diagram or photograph
- **linger** (ling′ər) *verb* to remain, as if not wanting to go
- **list of steps** (list uv steps) *noun* statements that tell how to do something
- **location** (lō kā′shən) *noun* the place where something is or something happens
- **loyal** (loi′əl) *adjective* faithful to others
- **lyrics** (lir′iks) *noun* the words of a song

M

- **magical** (maj′ə kəl) adjective having special powers
- **main idea** (mān ī dē′ə) *noun* the most important idea of a piece of writing
- **material** (mə tir′ē əl) noun any physical substance
- **mental** (men′tl) adjective occurring in the mind
- **migrate** (mī′grāt) verb to move from one place to another

- A yellow dot indicates a **Key Vocabulary Word.**
- A purple dot indicates an **Academic Vocabulary Word.**
- A green dot indicates a **Literary/Text Element Term.**

454

- **mock** (mok) verb to imitate in a way that is not kind
- **mood** (müd) noun feeling or emotion
- **myth** (mith) *noun* a story from ancient cultures

N

- **narrative** (nâr′ə tiv) *noun* a story; a description of events
- **narrator** (nar′rā tər) *noun* person who tells a story
- **novel** (nov′əl) *noun* a full-length work of fiction
- **novella** (nō vel′ə) *noun* a work of fiction that is longer than a short story but shorter than a novel

O

- **obedient** (ō bē′dē ənt) *adjective* willing to follow or obey
- **omniscient narrator** (om nish′ənt nar′rā tər) *noun* person who tells a story and knows everything about it
- **omniscient point of view** (om nish′ənt point əv vyü) *noun* narration told by someone who is "all-knowing" about the story
- **opinion** (ə pin′yən) *noun* a person's views or beliefs that reflect what a person thinks
- **oppose** (ə pōz′) *verb* to be against something or someone
- **organize** (ôr′gə nīz) *verb* to put in order
- **originate** (ə rij′ə nāt) *verb* to begin, to come from
- **outsider** (out′sī′dər) *noun* a person who is not considered a member of a group

P

- **paraphrase** (pār′ə frāz′) *verb* to retell in your own words
- **participate** (pär tis′ə pāt) *verb* to take part or have a role in an activity or event
- **particular** (pər tik′yə lər) *adjective* related to a specific person, idea, or item
- **patient** (pā′shənt) *adjective* having or showing the ability to wait calmly
- **pattern** (pat′ərn) *noun* repeated set of events, features, or characteristics
- **perilous** (per′ə ləs) *adjective* dangerous
- **personal** (pėr′sə nəl) *adjective* related to a particular person
- **personification** (pėr sŏn′ə fi kā′ shən) *noun* a type of figurative language that gives human traits or characteristics to something that is not human
- **photograph** (fō′tə graf) *noun* a picture that explains key concepts visually
- **play** (plā) *noun* a story performed on a stage in front of an audience
- **playwright** (plā′rīt) *noun* a person who writes plays
- **plot** (plot) *noun* a series of evens in a story that leads to an outcome
- **poem** (pō′əm) *noun* a type of literature using carefully chosen words to express rich images and deep feelings
- **point of view** (point əv vyü) *noun* the way an author or narrator "sees" the events that he or she tells
- **power** (pou′ər) *noun* one's ability to function or to do something

- A yellow dot indicates a **Key Vocabulary Word.**
- A purple dot indicates an **Academic Vocabulary Word.**
- A green dot indicates a **Literary/Text Element Term.**

- **prediction** (pri dik′shən) *noun* a statement about what may happen in the future
- **prefer** (pri fėr′) *verb* to like one thing better than another
- **pretend** (pri tend′) *verb* to make believe
- **prefix** (prē′fiks) *noun* a word part placed at the beginning of a word root to give it a new meaning
- **primary source document or visual** (prī′mer′ē sors dok′yə mənt or vizh′ü əl) *noun* text (quotations) or graphics, exactly as they appear in their original source
- **proof** (prüf) *noun* evidence, such as documentation or eyewitness accounts, that something is true
- **proportion** (prə pôr′shən) *noun* the relationship of one part of something to another part in size and shape
- **propose** (prə pōz′) *verb* to suggest, to recommend
- **protect** (prə tekt′) *verb* to defend against harm or loss
- **proud** (proud) *adjective* pleased, satisfied with an accomplishment

Q

- **question** (kwes′chən) *noun* a statement posed that seeks an answer

R

- **race** (rās) *noun* any of the groupings of human beings according to genes, blood types, color of skin, eyes, hair, etc
- **react** (rē akt′) *verb* to respond verbally or physically to something
- **refer** (ri fėr′) *verb* to direct attention to someone or something
- **refuse** (ri fyüz′) *verb* to say no
- **relate** (ri lāt′) *verb* to connect one thing to another
- **relent** (ri lent′) *verb* to stop doing something , to give in
- **relief** (ri lēf′) *noun* the taking away or lessening of worry or discomfort
- **repair** (ri pâr′) *verb* to fix something, make something work again
- **repetition** (rep′ə tish′ən) *noun* sounds or words that occur in a pattern
- **resolution** (rez′ə lü′shən) *noun* outcome or ending of a story; the solution to a problem
- **resolve** (ri zolv′) *noun* strong belief in an idea, cause, etc.
- **respect** (ri spekt′) *verb* to approve and honor the qualities of a person or thing
- **respond** (ri spond′) *verb* to say or do something because of another action or event
- **response** (ri spons′) *noun* the answer to the question
- **rhythm** (rith′əm) *noun* flow produced by the rise and fall of syllables when spoken or sung
- **root** (rüt) *noun* the part of a word that gives the word its basic meaning

S

- **sample problem** (sam′pəl prob′ləm) *noun* a model showing how to solve a math problem
- **scene** (sēn) *noun* one part of the action in the play
- **scowl** (skoul) *verb* to frown, usually forming wrinkles on the forehead
- **script** (skript) *noun* the written words for speech and action in a play

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

456

- **section heading** (sek′shən hed′ing) *noun* the sub-topics within the chapter
- **sensory** (sen′sər ē) *adjective* of or relating to the senses of sight, sound, smell, taste, touch
- **separate** (sep′ə rāt) *verb* to move something apart or away from something else
- **sequence** (sē′kwəns) *verb* to put into an order
- **serious** (sir′ē əs) *adjective* thoughtful and quiet, humorless
- **setting** (set′ing) *noun* the time and place that a story takes place
- **shallow** (shal′ō) *adjective* not deep
- **short story** (shôrt stôr′ē) *noun* a work of fiction that is shorter than a novel and whose plot is usually less complicated
- **significant** (sig nif′ə kənt) *adjective* worth noting, large, meaningful
- **smash** (smash) *verb* to hit against something, to crash
- **solution** (sə lü′shən) *noun* an answer to a problem; a way of coming up with the answer
- **sort** (sôrt) *verb* to separate things into groups
- **special feature** (spesh′əl fē′chər) *noun* text or a diagram that further explains content and helps you to make connections
- **speculate** (spek′yə lāt) *verb* to guess about something
- **splatter** (splat′ər) *verb* to fly off in drops
- **stage directions** (stāj di rek′shəns) *noun* words in the script of a play that tell the actors how to say their lines, how to move, and where to be on stage
- **stanza** (stan′zə) *noun* a group of two or more lines in a poem
- **store** (stôr) *verb* to keep somewhere for future use
- **strain** (strān) *verb* to use great effort
- **stranger** (strān′jər) *noun* an unfamiliar person
- **subheading** (sub′hed′ing) *noun* the topic of a section; the subheading is often smaller than a main heading and has a more specific topic
- **suffix** (suf′iks) *noun* a part of a word that comes after the root
- **suggest** (səg jest′) *verb* to bring an idea to mind
- **summarize** (sum′ə rīz′) *verb* to tell the main events or main ideas in your own words
- **supervise** (sü′pər vīz) *verb* to watch over the activity of others to maintain order and discipline
- **surface** (sėr′fis) *noun* the topmost level of something
- **survive** (sər vīv′) *verb* to continue to live or exist
- **swoop** (swüp) *verb* to descend rapidly on something
- **synonym** (sin′ə nim′) *noun* a word that has the same or a similar meaning as another word

T

- **table** (tā′bəl) *noun* a display of information in rows and columns
- **tentatively** (ten′tə tiv lē) *adverb* hesitatingly
- **textbook** (tekst′bůk) *noun* a book written about a particular subject and used to study in courses
- **table** (tā′bəl) *noun* a display of information in rows and columns
- **theme** (thēm) *noun* meaning or message of a story
- **thesaurus** (thi sôr′əs) *noun* a reference book that lists synonyms of words

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

- **third-person point of view** (thėrd pėr′sən point əv vyü) *noun* narration told by someone who is not a character in a story
- **topic** (top′ik) *noun* the subject of a piece of information
- **traits** (trāt) *noun* the qualities of a character in a story

U

- **urge** (ėrj) *verb* to pressure, to advise someone strongly to do something

V

- **verse** (vėrs) *noun* groups of lines that form a song; verses have similar rhythms but different lyrics
- **viewpoint** (vyü′point′) *noun* an opinion on an issue or a topic
- **visualize** (vizh′ü ə līz) *verb* to create a picture in your mind
- **visual** (vizh′ü əl) *noun* an image that relates to a scene in real life
- **voyage** (voi′ij) *noun* a long journey

W

- **wonder** (wun′dər) *verb* to express an interest in knowing

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

458

Index of Skills

Literary Analysis

Comprehension and Analysis

analyze author's viewpoint, 87

analyze characters, 151

ask questions, 217

author's purpose, 8

build background, 5, 18, 33, 46, 73, 86, 101, 112, 139, 152, 167, 178, 203, 216, 231, 242, 271, 286, 301, 314, 341, 356, 371, 384

calculate, 377

cause and effect, 19

chronological order, 22

clarify, 385

connect to self, 5

create mental images, 205

define, 271

details, 35

distinguish fact from opinion, 19

draw conclusions, 110

fact and opinion, 19, 170, 177

facts, 19, 87, 170, 177, 217

fix-up strategies, 385

identify main idea and detail, 35, 103

identify plot, 51

inference, 75

main idea, 35, 103

make connections, 373

moral, 47, 142

multiple-step instructions, 87

opinion, 19, 170, 177

organize information, 303, 312

paraphrase, 169

persuasion, 56

point of view, 17

predictions, make and confirm, 141, 271

prior knowledge, 5, 33, 73, 101, 139, 167, 203, 231, 271, 301, 341, 371

problems and solutions, 7

purpose for reading, 66, 287

question the author, 153

rapid word recognition, 119

read actively, 385

read closely, 273

read and reread, 315, 385

responses, 217

retell, 169

sequence of events, 349

summarize, 103, 110

synthesize, 303

theme, 47–50

think aloud, 179

think to connect, 357

viewpoint, 170

visualize, 233, 243, 343

Text Genres

almanac, 195

article, 19, 87, 170, 374

autobiography, 122, 274

diary, 83

dictionary, 29

encyclopedia, 65

essay, 356–357

fable, 47

fairy tale, 47

fantasy, 243

fiction, 8, 113

first-person narrative, 274

historical fiction, 142

"how-to" article, 87

I-Search paper, 226

imaginative literature, 47, 142, 243

informational text, 19, 36, 87, 104, 153, 170, 217, 234, 287

interview, 217

journal, 28, 67

legend, 142

letter, 133

lyrics, 179

magazine, 19, 87, 170

mathematics textbook, 287

myth, 243

narrative, 357, 374

newspaper, 19, 87

nonfiction, 19, 122, 153, 234, 274, 374

novel, 113, 344, 385

novella, 142

parable, 142

personal narrative, 122, 357

play, 76, 223

poetry, 315

primary source document, 234

protest songs, 178

public document, 5

reference article, 304

reference books, 65, 153

Literary/Text Elements and Features

activities, 104

author's opinion, 177

author's purpose, 8, 153 , 206

author's viewpoint, 87

bibliography, 330

bold terms, 36, 42, 103, 287

boxed item, 36, 38, 104

captions, 36, 39, 153, 234, 241, 304
cast of characters, 76
cause and effect, 19
chapter titles, 36, 40
chapters, 344
character, 8, 47, 142, 206, 243, 344, 385
character's traits, 47, 215
chart, 5, 354
chorus, 179
chronological order, 22
compare and contrast, 41
concept map, 303, 312
conflict, 243
conflict resolution, 389
connections, 44
description, 215
diagram, 44, 153, 304
dialogue, 75-76, 374
emphasis, 390
evidence, 141
example, 87
exercises, 287
figurative language, 53, 212, 248, 285, 315, 363, 389
first-person narration, 17, 344
free verse, 315, 327
graphics, 153, 234
Greek chorus, 151
heading, 36, 87, 104, 111, 304, 374
hyperbole, 247
illustration, 36, 39
interpretations of facts, 374
key terms, 104
labels, 304, 313
map, 303, 312
Meet the Author, 8, 47, 76, 113, 142, 153, 170, 179, 206, 243, 274, 315, 344, 357, 374, 385
metaphor, 212
mood, 151, 355
moral, 47, 142
myth, 242-243
narrator, 17, 113, 142, 274, 344, 385
omniscient narrator, 385
personification, 248, 285
photo, 36, 41, 304
playwright, 76
plot, 8, 47, 76, 113, 142, 206, 243, 344, 385
point of view, 17, 51
problem, 7, 287
problem solution, 7, 243
query, 153
questions, 36, 43, 104, 153, 287
repetition, 315
resolution, 243
rhythm, 179, 315, 321
scene, 76
science tables, 45
script, 76
section heading, 36, 42, 383
sensory images, 343
sensory language, 122
sequence, 44
setting, 8, 47, 76, 142, 206, 243, 344, 355
sidebars, 104
simile, 53
sounds, 321
stage directions, 85
stanza, 315
statements based on facts, 374
subheading, 87, 103–104
symbolism, 180
table, 36, 45, 195
table of contents, 195
terms, 36, 104
text elements, 153, 303
text references, 104–105
theme, 8, 47, 76, 113, 142, 206, 344
third-person narration, 17, 344, 385
title, 36, 40
verse, 179
visualize, 125
visuals, 234, 287

Reading

Reading Fluency

choral reading, 53
dramatizing: emotion, 92
echo reading, 182
rapid word recognition, 119
reader's theatre, 222
reading rate with quotations, 362
reading silently, 292
reading words in chunks, 25
sounds and rhythm in poetry, 321
use emphasis to express meaning, 390
using punctuation and type cues, 250
using punctuation cues: expression and pitch, 159

Reading Strategies

analyze author's viewpoint, 87
analyze cause-effect relationships, 19
analyze problem/solution, 7
ask questions, 217
create mental images, 205
find the main idea and details, 35
make inferences, 77
make personal connections, 373
make predictions, 141
paraphrase, 169
picture a setting, 113
question the author, 153
read actively, 385

read closely, 273
read with a purpose, 287
summarize, 103
synthesize, 303
think aloud, 179
think to connect, 357
understand theme, 47
visualize location, 233 , 240
visualize movement, 243
visualize (sensory images), 343

Independent Reading

66, 132, 196, 264, 334, 404

Vocabulary and Concept Development

Academic Vocabulary

4, 7, 16, 32, 35, 44, 72, 75, 84, 100, 103, 110, 138, 141, 150, 166, 169, 176, 202, 205, 214, 230, 233, 240, 270, 273, 284, 300, 303, 312, 340, 343, 354, 370, 373, 382

Key Vocabulary

6, 18, 34, 46, 74, 86, 102, 112, 140, 152, 168, 178, 204, 232, 242, 272, 286, 302, 314, 342, 356, 372, 384

Vocabulary Development

academic vocabulary, 4, 7, 16, 32, 35, 44, 72, 75, 84, 100, 103, 110, 138, 141, 150, 166, 169, 176, 202, 205, 214, 230, 233, 240, 273, 300, 303, 340, 343, 354, 370, 373, 382
analogy, 183
antonym, 159, 183
connotation, 314
context clues, 18, 25, 46, 86, 112, 152, 178, 216, 242
definition, 25
denotation, 314
derivation, 106, 168
dictionary, 25, 29, 162
figurative words, 363
foreign words, 315
glossary, 450–458
Greek root, 223, 251
homograph, 283, 429
homophone, 429
idiom, 93, 239
key vocabulary, 6, 18, 34, 46, 74, 86, 102, 112, 140, 152, 168, 178, 204, 216, 232, 242, 272, 286, 302, 314, 356, 372, 384
Latin root, 223, 251
metaphor, 363
multiple-meaning word, 25, 105
phrases for conversation
  agreeing, 362
  asking for and giving advice, 292
  asking for clarification, 52
  asking for help, 292
  asking for more information, 222
  asking questions, 320
  clarifying information, 92
  disagreeing, 362
  explaining the sequence of events, 222
  expressing agreement, 158
  expressing doubt, 158
  expressing point of view, 24
  expressing wishes and desires, 390
  giving encouragement, 52
  introducing a person, 24
  making comparisons, 118
  making transitions, 92
  responding to a story, 250
  responding to introductions, 182
  showing courtesy, 182
prefix, 251
root word, 172, 223, 251, 379
sentence context, 6, 384
simile, 53, 363
suffix, 106, 168, 293
symbol, 286
synonym, 119, 183, 227
thesaurus, 119, 159, 162
transition words, 123
word origins, 25, 391
  Anglo-Saxon, 293
  Greek, 223, 251, 293
  Latin, 223, 251, 293
word relationships, 321

Language Functions

agreeing, 362
asking for and giving advice, 292
asking for clarification, 52
asking for help, 292
asking for more information, 222
asking questions, 320
clarifying information, 92
disagreeing, 362
explaining the sequence of events, 222
expressing agreement, 158
expressing doubt, 158
expressing point of view, 24
expressing wishes and desires, 390
giving encouragement, 52
introducing a person, 24
making comparisons, 118
making transitions, 92
responding to a story, 250
responding to introductions, 182
showing courtesy, 182

Listening and Speaking

Listening and Speaking Strategies

ask and respond to questions, 126, 320
emotion, 92, 132
feeling, 92, 132
language usage, 250
mood, 151
multiple-step instructions, 92
paraphrase, 169
pitch, 52, 159
respond to questions, 126, 320
retell, 169
self-evaluation, 61, 127, 191, 259, 329, 399
talk a mile-a-minute, 118
tone, 52
volume, 52
word choice, 52

Organization and Delivery of Oral Communication

ask and answer questions, 126, 258, 292
cause and effect, 126
comparison and contrast, 126
evaluation, 61, 127, 191, 259, 329, 399
experiences, 61, 222
fluency, 25
focus, 258
gestures, 52
modulation, 132
oral presentation, 52, 126
pace, 25, 52, 132, 151
pause, 52, 132, 151
phrasing, 52
pitch, 52, 159
purpose, 151
self-evaluation, 61, 127, 191, 259, 329, 399
tone, 52
verbal cues, 159
volume, 52, 132

Speaking Applications

choral reading, 53
debate, 190
discussion, 60
echo reading, 182
emphasis, 390
expression, 159, 390
focus, 258
gestures, 52
interview, 182, 222, 258
media, 127
monologue, 92
pacing, 52
pausing, 52
phrasing, 52
pitch, 52, 159
play, 127
poetry, 328
reader's theater, 222–223
recite poem, 132
response to literature, 398
role-play, 24, 158, 182, 292
sketch, 362
soliloquy, 92
speech, 390
story, 46, 250
summary, 52
tone, 52
volume, 52

Analysis and Evaluation of Oral and Media Communications

broadcast media, 61
fallacies, 191
media messages, 191, 259
peer evaluation, 127, 259, 329, 399
persuasive techniques, 399
print media, 329
self-evaluation, 61, 127, 191, 259, 329, 399

Viewing and Representing

advertisements, 399
analyze, 61, 259, 329
evaluate, 190–191
fine art, 186
interpret, 186

Writing

Writing Applications

article, 19, 87, 170, 374
autobiography, 122, 274
business letter, 296, 299, 335
cause and effect, 183
dialogue, 99, 369
draft, 128
essay, 128, 186, 192
events, 122, 274
evidence, 141
fiction, 8, 113, 206, 344
friendly letter, 96
item, 183
journal, 28
letter
body, 96–97, 296–297

462

closing, 96–97, 296–297
formal, 335
heading, 96–97, 296–297
informal, 96
inside address, 296–297
personal, 96–97
salutation, 96–97, 296–297
signature, 96–97, 296–297
main idea, 59, 62
movie, 260
narrative, 122, 254, 394–395, 400
nonfiction, 19, 234, 274, 374
personal narrative, 122
persuasive composition, 56, 192
play, 366, 369
poem, 327
point of view, 67
purpose, 183
questions, 57
quotations, 331
research report, 330
response to literature, 333
screenplay, 260
script, 260, 366
sensory detail, 122
setting, 369
short story, 162
speech, 56
stage directions, 369
summary, 62
suspense, 400
theme, 57
thesis, 128, 192
writing on demand
business letter, 299, 335
descriptive paragraph, 99, 229, 257
first person narrative, 397
free verse poem, 327
friendly letter, 133
healing story, 165
informational text, 31, 59
magazine article, 189, 197
narrative account, 265
narrative paragraph, 125
scene from a play, 369, 405
write a journal entry, 67

Writing Strategies

actions, 192, 405
audience, 394
body, 62, 128, 357
captions, 19
cause and effect, 192, 197
conclusion, 62, 128, 357
details, 57, 59, 327, 333
directions, 405
draft, 62, 192
edit, 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436–437
examples, 19, 333
experiences, 122, 254
evaluation
checklists, 367, 402, 436–437
peer, 64, 194, 262, 332, 402
self, 57, 64, 97, 123, 130, 163, 187, 194, 255, 262, 325, 332
facts, 19, 62, 192
focus, 394
format, 394
graphic organizers, 284, 382
ideas, 122, 395
introductory paragraph, 57, 62, 128, 274, 357
length, 394
letter, 96–97, 296
narrative, 125, 274, 374
observations, 122, 254, 395
opinions, 62, 192
organizational structure, 130, 394
paragraph, 257
peer evaluation, 64, 130
personal letter, 96
plagiarism, 330
poem, 324
point of view, 192, 394
posing and answering a question, 57, 197
proofreading marks, 435
publish, 64, 130, 194, 262, 297, 325, 332, 367, 395, 402
purpose, 394
recollections, 122, 254, 395
repetition, 56
review, 62
revise, 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405
rhetorical question, 56
similarity and difference, 197
student model, 28, 56, 63, 96, 122, 129, 162, 186, 193, 226, 254, 261, 296, 324, 331, 366, 394, 401
summary, 62
supporting evidence, examples, 333
thesis statement, 128, 192, 331
topic sentence, 31, 57, 59, 128
transitions, 123, 128
visual images, 28, 257, 327

Penmanship

cursive or joined italic, 449
print, 44

Grammar, Usage, Mechanics, Spelling

Grammar

adjective, 413

clause, 364–365

descriptive, 186, 229

misplaced modifier, 365

adverb, 185, 414

adverb clause, 323

agreement

subject-verb, 26–27, 121, 133

pronoun antecedent, 55, 57

appositive, 187

article, 411

clause, 192, 322–323, 364–365, 392–393

complete sentence, 26

compound sentence, 120

complex sentence, 322, 325

compound subject, 121

conditional, 192, 392–393

conjunction, 120, 323, 397, 414

demonstrative pronoun, 55

dependent clause, 322–323

future perfect tense, 161

indefinite pronoun, 57

independent clause, 120, 322–323

infinitive, 295

interjection, 367, 414

interrogative pronoun, 55

noun, 54–55, 97, 410–411

object pronoun, 55

participial phrase, 252–253, 265

past participle, 252

past perfect tense, 161

past tense, 400

preposition, 252, 294, 414

prepositional phrase, 252, 294–295, 297

present participles, 252

present perfect tense, 161

present tense, 400

pronoun, 55, 364–365, 412

questions

yes/no, 420–422

regular verb, 415–419

result clause, 192

sentence, 423–426

complete, 26

compound, 120

subject

pronoun, 55, 67

subject-verb agreement, 26–27, 121, 133

subordinate clause, 323

verb

agreement with subject, 26–27, 121

irregular verb, 224–225

misused verb, 224

regular verb, 224–225

verb tenses

consistent, 163, 165

future perfect, 161

future progressive, 160

inconsistent, 163

past perfect, 161

past progressive, 160

present perfect, 161

present progressive, 160

simple future, 94-95, 192

simple past, 94, 97

simple present, 94–95, 97, 192

wh- questions, 323, 364

yes/no questions, 420–422

Sentence Structure

adjective, 184–185, 189

adverb, 185, 189

appositive, 187

complete sentence, 26

compound sentence, 120

dependent clause, 322–323

independent clause, 120

inverted order, 27

natural order, 26–27

participial phrase, 252–253, 265

predicate, 26

prepositional phrase, 252, 294–295, 297

simple sentence, 120

subject, 26

transition word, 123

word order, 26–27

Punctuation. *see also* handbook, 432–433

address, 97

apostrophe, 186, 395

colon, 297

comma

appositive, 187

clause, 325, 392

conjunction, 120

letter, 297

dashes, 251, 255

exclamation point, 29, 250, 367

italics, 251

letter, 97

parentheses, 96

perio3d, 29, 250

proofreading marks, 435

quotation, 330

quotation mark, 227

salutation, 97

464

Capitalization. *see also* **handbook, 434**

business letter, 297, 299

proper noun, 54, 97

sentence, 29

Spelling. *see also* **handbook, 428**

homograph, 429

homophone, 429

prefix, 430

roots, 430

suffix, 106, 185, 430

syllable constructions, 431

Research and Technology

almanac, 195, 226, 330

appendix, 226, 330

bibliography, 330

citations, 330

citing sources, 330

computer terminology, 64, 262, 443–444

diagram, 303

dictionary, 29, 427

encyclopedia, 226, 330

end notes, 330

footnotes, 330

index, 226, 330

photo, 303

plagiarism, 330

prefaces, 226, 330

process, 438–442

reference materials, 65, 226, 330, 438–439

spell check, 262

table of contents, 195, 226, 330, 409

technology guide, 443–447

text, 303

thesaurus, 227

topic, 65

word-processing skills, 64, 262, 443–444

Text Credits

Unit 1 Chapter 1 pp. 9–15, HALF AND HALF from HALF AND HALF by Lensey Namioka, copyright © 2003 by Lensey Namioka. Used by permission of Random House Children's Books, a division of Random House, Inc. pp. 20–22, THE MONARCH MIGRATION from http://www.riverdeep.net/current/2000/09/092900_migrations.jhtml. **Chapter 2** pp. 37–43, CELLS AND ORGANISMS from GATEWAY TO SCIENCE: Vocabulary and Concepts, 1st Edition by Collins, 2008. Reprinted with permission of Heinle, a division of Cengage Learning: www.cengagerights.com. Fax 800-730-2215. pp. 48–50, WE ARE ALL ONE from THE RAINBOW PEOPLE by Laurence Yep. Copyright © 1992. Reprinted by permission of HarperCollins.

Unit 2 Chapter 1 pp. 77–82, Excerpts from THE DIARY OF ANNE FRANK by Frances Goodrich and Albert Hackett. NY: Dramatists Play Service, 1996. pp. 83, from THE DIARY OF A YOUNG GIRL, THE DEFINITIVE EDITION by Anne Frank, edited by Otto H. Frank and Mirjam Pressler, translated by Susan Massotty. Copyright ©1995 by Doubleday, a division of Random House, Inc. Used by permission of Doubleday, a division of Random House, Inc. pp. 88–90, THE GOLDEN RECTANGLE from http://educ.queensu.ca/~fmc/october2001/GoldenArt.htm. **Chapter 2** pp. 105–109, FEUDALISM: A SYSTEM FOR LIVING from WORLD EXPLORER: MEDIEVAL TIMES TO TODAY © 2003 by Pearson Education, Inc. or its affiliate(s). Used by permission. All rights reserved. pp. 114–116, FRIENDS reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division, from HABIBI by Naomi Shihab Nye. Copyright © 1997 by Naomi Shihab Nye. All rights reserved.

Unit 3 Chapter 1 pp. 143–149, from THE PEARL by John Steinbeck, retold by Sally M. Stockton. Copyright © 2005 Black Cat Publishing, an imprint of Cideb Editrice, Genoa, Canterbury. pp. 154–155, GENES & DNA from GENES & DNA by Richard Walker. Copyright © 2003, by Richard Walker. Reprinted by permission of Houghton Mifflin Company. All rights reserved. p. 156, GENETIC FINGERPRINTING from HOW IT WORKS: SCIENCE AND TECHNOLOGY, Vol. 7, p. 918 [3rd Edition of Encyclopedia series]. Reprinted by permission of Marshall Cavendish Ltd. **Chapter 2** pp. 171–175, JUSTICE FIRST adapted from CALLIOPE's October 2004 issue: Socrates (c. 470-399 BCE). Copyright © 2004 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of the publisher. p. 180, BLOWIN' IN THE WIND by Bob Dylan. Copyright © 1962; renewed 1990 Special Rider Music. All rights reserved. International copyright secured. Reprinted by permission.

Unit 4 Chapter 1 pp. 207–213, SEVENTH GRADE from BASEBALL IN APRIL AND OTHER STORIES. Copyright © 1990 by Gary Soto, reprinted by permission of Harcourt, Inc. This material may not be reproduced in any form or by any means without the prior written permission of the publisher. pp. 218-220, ERATOSTHENES from www.3villagecsd.k12.ny.us/wmhs/Departments/math/obrien/eros.html. **Chapter 2** pp. 235–239, MAGELLAN'S REMARKABLE VOYAGE from HISTORY OF THE UNITED STATES, Volume 1, Beginnings to 1877 edited by Lorna C. Mason, William Jay Jacobs, and Robert P. Ludlum. Copyright © 1997 McDougal Littell, a division of Houghton Mifflin Company. All rights reserved. Reprinted by permission of McDougal Littell, a division of Houghton Mifflin Company. pp. 244–248, COYOTE FLIES WITH THE GEESE reprinted with the permission of Margaret K. McElderry Books, an imprint of Simon & Schuster Children's Publishing Division, from HOLD UP THE SKY AND OTHER NATIVE AMERICAN TALES by Jane Louise Curry. Text copyright © 2003 by Jane Louise Curry. All rights reserved.

Unit 5 Chapter 1 pp. 275–283, THE CIRCUIT from STORIES FROM THE LIFE OF A MIGRANT CHILD by Francisco Jimenez. Reprinted by permission of University of New Mexico Press. pp. 288–290, MANY CHANGES reprinted with permission from MATHEMATICS IN CONTEXT. Copyright © 2006 by Encyclopedia Britannica, Inc. **Chapter 2** pp. 305–311, OUR CHANGING EARTH from GATEWAY TO SCIENCE: Vocabulary and Concepts, 1st Edition by Collins, 2008. Reprinted with permission of Heinle, a division of Cengage Learning: www.cengagerights.com. Fax 800-730-2215. p. 316, CHANGE from RIVER WINDING by Charlotte Zolotow. Copyright © 1970 by Charlotte Zolotow. Used by permission of S©ott Treimel. NY. p. 317, OLD SNAKE from THIS BIG SKY by Pat Mora. Copyright © 1998 by Pat Mora. Reprinted by permission of Scholastic Inc. p. 318, WALKING ON THE BOUNDARIES OF CHANGE from WALKING ON THE BOUNDARIES OF CHANGE by Sara Holbrook. Used by permission of Boyds Mills Press.

Unit 6 Chapter 1 pp. 345–353, WHAT THE MOON SAW from WHAT THE MOON SAW by Laura Resau. Copyright © 2006 by Laura Resau. Used by permission of Random House Children's Books, a division of Random House, Inc. Korti. Reprinted by permission **Chapter 2** pp. 375–381, COACHING BRIAN by Peter Michelmore from READER'S DIGEST, http://www.rd.com/content/true-story-of-a-coach-who-made-a-difference/. pp. 386–388, CALL IT COURAGE reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division, from CALL IT COURAGE by Armstrong Sperry. Copyright 1940 by the Macmillan Company. Copyright renewed © 1968 by Armstrong Sperry. All rights reserved.

Illustrator Credits

Ted Dawson: pp. 7, 33 (© Ted Dawson/Portfolio Solutions, LLC); **Keith Favazza:** pp. 169, 235, 242, 342, 399, 406 (© Keith Favazza/Favazza Illustrations & Design); **L. R. Galante:** pp. 145, 147, 149 (© L. R. Galante/Wilkinson Studios, Inc.); **Tom McNeely:** pp. 346 – 352, 375 – 379 (© Tom McNeely/Wilkinson Studios, Inc.); **Meredith Morgan:** pp. 35, 44 (© Meredith Morgan/ Meredith Morgan); **John Patrick:** pp. 48 – 50 (© John Patrick/Deborah Wolfe LTD); **Ed Sauk:** pp. 9 – 15 (©Ed Sauk/Deborah Wolfe LTD); **Ralph Voltz:** pp. 209-215 (© Ralph Voltz/Deborah Wolfe LTD); **Richard Waldrep** pp. 115-116 (© Richard Waldrep /Deborah Wolfe LTD)

Photo Credits

AP Photo: (All © AP Photo) pp. 76, 178, 205, 305 (© AP Photo)

Alamy: (All © Alamy) p. 21 (© Danita Delimont /Alamy); p. 3 (© ImageState /Alamy); p. 38 (© Ilene MacDonald/Alamy); pp. 40 – 41 (© Bill Brooks/Alamy); p. 110 (© Homer Sykes /Alamy); p. 114 (© RubberBall /Alamy); p. 122 (© Bjanka Kadic /Alamy); p. 136 (© Digital Vision /Alamy); p. 137 (© Westend61 /Alamy); pp.142, 167 (© Mary Evans Picture Library /Alamy); p. 154, 444 (© JUPITERIMAGES/ Brand X /Alamy); p. 155 (© ImageState /Alamy); p. 155 (© Simon Stanmore /Alamy); pp. 175 (© George Blonsky /Alamy); p. 200 (© Nick Haslam /Alamy); p. 202 (© Corbis RF /Alamy); p. 237 (© North Wind Picture Archives /Alamy); p. 247 (© David Hosking /Alamy); p. 259, 270 (© Robert Fried /Alamy); p. 268 (© SuperStock /Alamy); p. 268 (© Purestock /Alamy); p. 275 (© Gary Crabbe /Alamy); p. 278 (© Mikael Utterström /Alamy); p. 280 (© foodfolio /Alamy); p. 310 (© Pixoi Ltd /Alamy); p. 343 (© K-PHOTOS /Alamy); pp. 343, 354 (© Greg Gerla /Alamy); pp. 343, 354 (© Simon Wilkinson /Alamy); p. 343 (© graficart.net /Alamy); p. 353 (© blickwinkel /Alamy); p. 354 (© K-PHOTOS /Alamy); p. 354 (© graficart.net /Alamy); p. 354 (© Greg Wright /Alamy); p. 358 (© JUPITERIMAGES/ Creatas /Alamy); p. 360 (© JUPITERIMAGES/ Comstock Images /Alamy); p. 366 (© Angela Hampton Picture Library /Alamy); p. 370 (© Steve Skjold /Alamy); p. 373 (© Juice Images Limited /Alamy); p. 388 (© John Crum /Alamy)

Art Resource: (All © Art Resource, NY) pp. 89, 90, 403 (© Erich Lessing /Art Resource, NY); p. 90 (© Tate, London /Art Resource, NY); p. 105 (© Giraudon /Art Resource, NY); p. 106 (© HIP /Art Resource, NY); p. 107 (© The Pierpont Morgan Library /Art Resource, NY); p. 186 (© Schalkwijk /Art Resource, NY)

Bridgeman Art Library: p. 86 The Human Head, illustration for 'Divina Proportione' by Luca Pacioli (1445–1517), 1509 (engraving), Vinci, Leonardo da (1452–1519) (after) /Bibliotheque Mazarine, Paris, France, Archives Charmet /The Bridgeman Art Library); p. 150 Child with a Dove, 1901 (oil on canvas), Picasso, Pablo (1881–1973) /National Gallery, London, UK, (© DACS//The Bridgeman Art Library); p. 172 Vatican Museums and Galleries, Vatican City, Italy / The Bridgeman Art Library); p. 173 Sentences and Most Precious Dictations by Al-Moubacchir (vellum), Turkish School, (13th century) (Topkapi Palace Museum, Istanbul, Turkey /The Bridgeman Art Library); p. 187 Pushkin Museum, Moscow, Russia, (© DACS// The Bridgeman Art Library); p. 216 Credit: Imaginary recreation of the Ptolemy Library in Alexandria, Egypt, from 'Histoire Generale des Peuples', 1880 (engraving) (b/w photo) by Hungarian School (19th century) (©Private Collection/ Archives Charmet/ The Bridgeman Art Library Nationality /copyright status: Hungarian out of copyright) p. 230 Credit: Ferdinand Magellan (c.1480–1521) from the 'Sala del Mappamondo' (Hall of the World Maps) (fresco) by Antonio Giovanni de Varese (16th century) (©Villa Farnese, Caprarola, Lazio, Italy/ The Bridgeman Art Library Nationality /copyright status: Italian /out of copyright); p. 235 Credit: Portrait of Ferdinand Magellan (c. 1480–1521) (oil on canvas) by Italian School (16th century) (©Galleria degli Uffizi, Florence, Italy/ Giraudon/ The Bridgeman Art Library); p. 263 Daedalus and Icarus, 15th century (woodcut), (Private Collection, /The Bridgeman Art Library)

CORBIS: (All © Corbis) p. 2 (© moodboard/Corbis); p. 3 (© Lester Lefkowitz/CORBIS); p.38 (© Royalty-Free/Corbis) p. 148 (© Douglas Peebles/CORBIS); p. 198 (© Bettmann/CORBIS); p. 308 (© Jim Sugar/CORBIS); p. 310 (© Sergio Pitamitz/CORBIS); p. 311 (© Joel W. Rogers/CORBIS)

Encyclopedia Britannica: p. 220 (© 2000 Encyclopedia Britannica)

Getty Images: (All © Getty Images) p. 61 (© George Burns/Harpo Productions via Getty Images); pp. 70–71 (Large photo top) (© Hill Street Studios//Getty Images) p. 72 (© Frans Dupont/Anne Frank Fonds - Basel/Anne Frank House/Getty Images); p. 75 (© Photo by Gordon Parks/Time & Life Pictures/Getty Images); pp. 77–79, 82–83 (© Photo by Anne Frank Fonds - Basel/Anne Frank House/Getty Images); p. 127 (© Photo by Marion Curtis/DMI/Time Life Pictures/Getty Images); p. 127 (© Photo by Silver Screen Collection/Hulton Archive/Getty Images); p. 138 (© Thierry Dosogne/ Getty Images); p. 179 (© Estate of Raeburn Flerlage/ Getty Images); p. 214 (© Ryan McVay/ Getty Images); p. 273 (© Photo by Terry Disney/Express/Getty Images); p. 276 (© Getty Images); /Collection Mix p. 277 (© Photo by Dorothea Lange/Resettlement Administration/ Time Life Pictures/ Getty Images); p. 283 (© Photo by Russell Lee/Library Of Congress/Getty Images); p. 310 (© Hans-Peter Merten /Getty Images); p. 362 (© Digital Vision/ Getty Images); p. 386 (© Wilfried Krecichwost/ Getty Images); p. 390 (© Mark Rucker/Transcendental Graphics, Getty Images); p. 394 (© Dennis Wisken/ Getty Images)

Grandma Moses Properties Co.: p. 28 Grandma Moses Properties Co., New York Copyright (© March 1951 (renewed March 1979))

Houghton Mifflin: p. 153 (© Courtesy of Houghton Mifflin Trade and Reference Division)

Index Stock Imagery: p. 20 (© ThinkStock LLC/ Index Stock Imagery)

Istockphoto: (All © iIstockphoto) p. 32 (© Laurence Gough/ iStockphoto); p. 56 (© Sean Warren/ iStockphoto); p. 68 (© Seon Winn/ iStockphoto); p. 70 (© Aldo Murillo/ iStockphoto); p. 71 (© Teresa Pigeon/ iStockphoto); p. 84 (© Suzanne Tucker/ iStockphoto); p. 86 (© YinYang/ iStockphoto); p. 118 (© Chris Schmidt/ iStockphoto); p. 146 (© Carsten Madsen/ iStockphoto); p. 150 (© Tony Casanova/ iStockphoto); p. 152 (© Ben Greer/ iStockphoto); p. 154 (© appleuzr/ iStockphoto); p. 155 (© Wessel Du Plooy/ iStockphoto); p. 158 (© Frances Twitty/ iStockphoto); p. 176 (© Baloncici/ iStockphoto); p. 178 (© Don Bayley/ iStockphoto); p. 180 (© Phil Berry/ iStockphoto); p. 180 (© Lee Pettet/ iStockphoto); p. 191 (© Barry Gregg/ iStockphoto); p. 205 (© Jon Patton/ iStockphoto); p. 220 (© Westmacott Photography/ Istockphoto); p. 231 (© TriggerPhoto/ iStockphoto); p. 242 (© Ben Renard-Wiart/ iStockphoto); p. 244 (© Peter Llewellyn/ iStockphoto); p. 254 (© Paul Cowan/ iStockphoto); p. 266 (© Steven Robertson/ iStockphoto); p. 269 (© Deejpilot/ iStockphoto); p. 286 (© Wolfgang Kraus/Istockphoto) p. 300 (© James Steidl/ iStockphoto); p. 314 (© Juan Estey/ iStockphoto); p. 314 (© Christian Pound/ iStockphoto); p. 318 (© Kriss Russell/ iStockphoto); p. 320 (© ronen/ iStockphoto); p. 333 (© iStockphoto): p. 343 (© lijlexmom/Istockphoto) p. 343 (© Quavondo Nguyen/ iStockphoto); p. 380 (© Michal Besser/ iStockphoto); p. 381 (© Peter Mleku□. Istockphoto) p. 382 (© Sophia Tsibikaki/ iStockphoto)

Harper Collins: p. 47 (© Courtesy of HarperCollins Children's Books)

Jupiter Images: (All © Jupiter Images) p. 308 (© Thinkstock/ Jupiter Images); pp. 310–311 (© Jupiter Images)

Magnum Photos: (All © Magnum Photos) p. 282 (© John Vink/Magnum Photos); p. 341 (© David Alan Harvey/ Magnum Photos); p. 345 (© Stuart Franklin/Magnum Photos)

Peter Arnold: (All © Peter Arnold); p. 22 (© Lior Rubin /Peter Arnold, Inc.); p. 37 (© Alfred Pasieka /Peter Arnold, Inc.); p. 37 (© Ed Reschke /Peter Arnold, Inc.); p. 37 (© Manfred Kage /Peter Arnold, Inc.); p. 387 (© Doug Perrine /Peter Arnold Inc.)

Photo Researchers, Inc.: (All © Photoresearchers, Inc,) p. 88 (© SEYMOUR /Photo Researchers, Inc.); p. 88 (© Dirk Wiersma /Photo Researchers, Inc.); p. 152 (© Tek Image /Photo Researchers, Inc.); p. 155 (© Susumu Nishinaga /Photo Researchers, Inc.); p. 269 (© Rod Planck /Photo Researchers, Inc.); p. 301 (© WorldSat International Inc. /Photo Researchers, Inc.); p. 306 (© Chris Butler /Photo Researchers, Inc.); p. 307 (© Francois Gohier /Photo Researchers, Inc.); p. 309 (© Martin Shields /Photo Researchers, Inc.); p. 316 (© Jan Halaska /Photo Researchers, Inc.); p. 317 (© H. A. Thornhill /Photo Researchers, Inc.); p. 144 (© B. G. Thomson /Photo Researchers, Inc.)

Photo Edit: (All © Photo Edit) p. 4 (© Bill Aron /PhotoEdit); pp. 24, 70, 103, 176, 200, 222, 226, 373 (© Michael Newman /PhotoEdit); pp. 75, 112, 182, 205, 340–341 (© David Young-Wolff /PhotoEdit); p. 84 (© Tony Freeman /PhotoEdit); p. 92 (© Mary Kate Denny /PhotoEdit); p. 96 (© Tony Freeman /PhotoEdit); p. 169 (© John Morrison /PhotoEdit); pp. 205, 356 (© Jeff Greenberg /PhotoEdit); p. 214 (© Laura Dwight /PhotoEdit); p. 217 (© Lon C. Diehl /PhotoEdit); p. 279 (© James Shaffer /PhotoEdit); pp. 281, 303 (© Bob Daemmrich /PhotoEdit); p. 359 (© Paul Conklin /PhotoEdit)

Photoobjects: pp. 33, 289 (© Photoobjects)

Photos.Com: pp. 37, 141, 242, 284,312 (© Photos.com);

PhototakeUsa.com: p. 155 (© Yoav Levy/ PhototakeUSA.com)

Random House: p. 344 (© Courtesy of Random House Children's Books)

Shutterstock: (All © Shutterstock) p. 2 (© Adrian Moisei/ Shutterstock); p. 5 (© Dhoxax/ Shutterstock) p. 9 (© Trevor Goodwin/ Shutterstock); p. 21 (© Andrew Park/ Shutterstock); p. 46 (© Yanfei Sun/ Shutterstock); p. 110 (© July Flower/ Shutterstock); p. 112 (© Josef F. Stuefer/ Shutterstock); p. 141 (© Kurt De Bruyn/ Shutterstock); p. 141 (© Wessel du Plooy/ Shutterstock); p. 143 (© Chin Kit Sen/ Shutterstock); p. 273 (© Edwin Verin/ Shutterstock); p. 288 (© Olga Shelego/ Shutterstock); p. 288 (© danesteffes/ Shutterstock); p. 288 (© Jose Alberto Fuentes Pozo/ Shutterstock); p. 289 (© Olga Shelego/ Shutterstock); p. 289 (© danesteffes/ Shutterstock); p. 289 (© Jose Alberto Fuentes Pozo/ Shutterstock); p. 290 (© Alex Brosa/ Shutterstock); p. 292 (© Edyta Pawlowska/ Shutterstock); p. 296 (© Cristi Matei/ Shutterstock); p. 303 (© Filipchuk Oleg Vladimirovich/ Shutterstock); p. 339 (© Jack Dagley Photography/ Shutterstock); p. 443 (© Risteski Goce/Shutterstock); p. 443 (© Alexander Kalina/ Shutterstock)

Superstock: (All © Superstock) p. 52 (© Photographers Choice RF /SuperStock); pp. 100, 109, 236, 238 (© SuperStock, Inc. /SuperStock); p. 136 (© Photodisc /SuperStock); p. 150 (© Peter Willi /SuperStock); p. 239 (© Image Asset Management Ltd. /SuperStock); p. 338 (© Stock Image /SuperStock); p. 338 (© Blend Images /SuperStock)

The Image Works: (All © The Image Works) p. 46 (© The British Museum /HIP /The Image Works); p. 80 (© Topham /The Image Works); p. 80 (© Roger-Viollet /Topham /The Image Works); pp. 131, 166, 174 (© National Railway Museum/SSPL /The Image Works); p. 216 (©AAAC /Topham /The Image Works); pp. 218, 219, 371 (© Mary Evans Picture Library /The Image Works); p. 356 (© Sean Sprague/ The Image Works); p. 384 (© Joe Carini /The Image Works)

Visuals Unlimited: (All © Visuals Unlimited) p. 33 (© Kevin & Betty Collins /Visuals Unlimited); p. 33 (© Science VU/Zeiss /Visuals Unlimited)

p. 8 (© Courtesy of Lensey Namioka); p. 201 (© Masterfile Royalty Free (RF)); p. 113 (© Ha Lam); p. 243 (© Hella Hammid) p. 206 (© Courtesy of Gary Soto); p. 274 (© Courtesy of Francisco Jimenez); p. 315 (© Courtesy of Harper's Row); p. 315 (© Courtesy of Pat Mora); p. 315 (© Courtesy of Sara Holbrook); p. 324 (© Ableimages /David Harrigan); p. 374 MP: Add credit as follows: Photo provided by Author p. 385 (© Courtesy of Margo Burns)

Milestones B

Teacher's Edition

ISBN-13: 978-1-4240-0891-9
ISBN-10: 1-4240-0891-3

W8-BAM-191

HEINLE
CENGAGE Learning

Heinle, a part of Cengage Learning, is a leading provider of materials for English language teaching and learning throughout the world.
Visit **elt.heinle.com**